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ABSTRACT

A study dealt with determining the feasibility of using work evaluation in adult basic education (ABE) programs in Wisconsin and the extent to which this evaluation process would be of value to the ABE programs and students. Five ABE students participated in a two-week evaluation in which their vocational aptitudes, interests, abilities, personality, and achievement were evaluated. Exposure to a variety of occupations through the work sample technique was the basic mode of assessment. The work samples provided the client with a chance to perform on tasks that are required on actual jobs. Approximately four weeks later a follow-up study was conducted. The evaluation methods used were one-to-one relationship, work sample approach, occupational exploration, feedback sessions, staff meetings, and evaluation reports. Project results supported the feasibility of using work evaluation as a method of assessing ABE student's vocational skills. The follow-up investigation supported the fact that ABE students and ABE schools did receive from the work evaluations both benefits and meaningful information necessary to conduct effective program planning. (CSS)

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FINAL REPORT

Project No. 19-004-151-223C

Conducted by

John T. Anderson

CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION
UNIVERSITY OF WISCONSIN-STOUT
Menomonie, Wisconsin

August, 1973

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THE FEASIBILITY OF USING WORK EVALUATION AS A TOOL FOR ASSESSMENT IN ADULT BASIC EDUCATION

CE 017 824

Final Report

Project #19-004-151-223C

Conducted by

John T. Anderson

A SUB-PROJECT OF THE GRADUATE STUDENT PROJECT
PHASE II
Project No. 19-004-151-223

Project Director
Orville Nelson

CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION
UNIVERSITY OF WISCONSIN-STOUT

August 31, 1973

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CHAPTER I

PROBLEMS STUDIED

The work sample approach in work evaluation was observed by a group of Adult Basic Education coordinators while on a visit to the Evaluation and Training Center during a one week in-service training session held at Stout in January, 1973. Many of the coordinators expressed an interest in the work evaluation process and considered how it might be used to determine meaningful training goals for Adult Basic Education students.

This study was conducted to investigate the feasibility of using the work evaluation process to assess the vocational needs of Adult Basic Education (ABE) students in the state of Wisconsin. The project was designed to assess whether the work evalution process could be an effective step in administration of ABE programs by helping students identify realistic vocational goals and the relationship between these goals and the skills learned in ABE programs. The project consisted of meeting with selected ABE coordinators, administering a work evaluation plan, and conducting a follow-up study of five ABE students from ABE schools within the state.

The evaluation process was conducted at the Evaluation and Training Center at the University of Wisconsin-Stout, Menomonie, Wisconsin. In addition to the variety of work samples and evaluation tools, the Evaluation Training Center offered the following:

1. Previous experience in working with persons with a limited academic background;

2. A one to one relationship between student and the work evaluator resulting in close contact and rapport;

3. The integration of Standardized testing to augment the work sample evaluation;

4. Occupational exploration with the use of films, filmstrips, cassette tapes, job information booklets, group discussions, and work sample tasks.

The evaluation was designed to offer vocational recommendations which indicated the need for future academic courses for the ABE student. Success or failure of this approach will indicate the feasibility of utilizing work evaluation to assist in identifying vocational and academic goals for students enrolled in Adult Basic Education programs in Wisconsin.

This study indicated that the ABE students who participated in the project were enrolled in ABE programs primarily for the purpose of vocational improvement. By academic improvement they hoped to improve their salable vocational skills.

It was found, however, that although vocational improvement was the primary rationale for entering ABE programs, the participants either had no specific vocational goal, lacked a realistic vocational goal, or were pursuing academic programs unrelated to their expressed vocational goal.

Through the process of the work evaluation experience, the students became aware of their aptitudes, interests and personal needs. By relating these to available occupational fields, they were able to see the relationship between academic skills and vocational skills more readily.

This study also pointed out an apparent lack of educational and vocational motivation on the student which was indicated during the onset of this study. By the end of the evaluation period this lack of motivation was noted to be reversed with a marked improvement as indicated by a client rating form and observed during work tasks and discussion.

This improvement was also evidenced by results of a questionnaire that was completed by each students' ABE instructional staff that indicated a marked improvement in apparent motivation and general attitude of each student between the time of selection for the project to a period of four weeks after evaluation.

Statement of the Problem

The problem in this study dealt with determining the feasibility of using work evaluation in ABE programs in the state of Wisconsin, and was conducted to determine to what extent this evaluation process may be of value to the ABE programs and its students.

With the increase of participants in ABE programs within the state, the need for an effective method of assessment and planning curriculum was expressed by many program coordinators to facilitate a successful experience for the students.

This study relates vocational and personal needs to the educational needs of participants in hopes that this broader frame of reference will be used effectively to establish individual guidance and direction through student self-awareness as well as helping the ABE staff to develop and expedite an educational program for each student.

Objectives for the Study

The objectives in this project were to:

1. Identify the needs of ABE coordinators related to work evaluation;
2. Determine the unique characteristics of ABE students which require modification in work evaluation procedures;

3. Conduct a pilot study with five ABE students;

4. Follow up with the pilot group to determine the impact of the work evaluation experience;

5. Determine the feasibility of using work evaluation as a method of assessing the ABE students enrolled in ABE schools in the state of Wisconsin.

This project was a pilot study and the results may be used for planning a more extensive experimental study, and for estimating related costs, personnel, and other needs. Methods for modifying the existing work evaluation process to fit the needs of ABE were also developed throughout this study. The results of this study should have statewide and national importance and applicability.

Review of Related Literature

The work sample approach to work evaluation has a relatively short history. However, it has gained widespread recognition and its utilization appears to be increasing dramatically. The rapid growth of Vocational Rehabilitation, with the concurrent development and expansion of rehabilitation workshops and facilities, has led to the refinement of the work sampling technique (Pruitt, 1971).

There is a great void in studies dealing with work evaluation and its relationship to other areas outside of vocational rehabilitation. This is undoubtedly due to its relatively short history and recent rapid growth along with a major concentration in the field of vocational rehabilitation.

The work evaluation process has, however, found its way into areas outside Vocational Rehabilitation in recent years. Since the basic concern of this project is to study the feasibility of work evaluation in

Adult Basic Education, the following discussion will cite results of other studies related to this problem and indicate the potential for work evaluation in Adult Basic Education as observed by this author.

One of the main tools of a work evaluator is the work sample. A breakdown of what a work sample is and the types of work samples available will be given in the definition section. However, as a broad term, it will be used throughout this proposal to mean, "a device used to incorporate the realistic aspects of work with time-tested principles of test construction. A work sample may evaluate potential for a specific job, specific worker traits, work personality, or other characteristics necessary for effective work performance" (Pruitt, 1971).

Work samples are one of many techniques used by work evaluators to evaluate a client. Work samples can be purchased commercially, constructed, or developed by using existing facilities and equipment. In regard to Adult Basic Education, they can be used to determine a student's strong and weak vocational skills and what work areas may be important based on that individual's needs.

The increased emphasis in vocational rehabilitation to areas which require work evaluation services has been largly due to changes in legislation regarding clientele served. The Ammendments of 1968 to the Vocational Education Act of 1963 (PL 88, 210) have been an example of this shifting of thought and emphasis. With these laws, those who were previously screened out of technically oriented vocational programs are now able to have their occupational needs fulfilled by vocational education and its special programs. Since there has been insufficient time for experimentation, it is reasonable to expect that because of "its quality

and structure that work evaluation will emerge as one of the useful technologies for diagnoses of a student population that was once screened out" (Kranze, 1970).

Mobilization For Youth in New York (MFY) reports that 87 percent successfully completed training in skills recommended for them on the basis of work sample testing (Gordon, 1969). The work sample method used by MFY was adapted from the TOWER system, one of the most widely used evaluation packages.

Work evaluation and its techniques are used in most instances to make a sound vocational diagnosis for individuals and to determine the types of services needed by them. From th results of the evaluation, the counselor can help the student capitalize on his strengths. It has also minimized the false starts many students make when unrealistic vocational goals are attempted (U.S. Department of Health, Education and Welfare, 1969).

The use of work evaluation to assess high school students' vocational needs has produced favorable results at the Evaluation and Training Center. In a follow-up study of "reluctant learners" in high school who attended the Evaluation and Training Center for a two week evaluation, the finding showed that notable improvement in the student's vocational outlook was evidenced by improved attendance, grade improvement (from a C- to a B level) and improved appearance in high school (VEWAA Bulletin, 1972).

In Anoka, Minnesota a school habilitation program work adjustment center for Anoka-Hennepin School District Number 11 is experiencing favorable results. The program involves vocational training, work evaluation, work adjustment, and special job seeking skills training for students

referred to their program. Although this situation is somewhat different from ABE in Wisconsin, it is important to note that in this program students are undergoing work evaluation for the purpose of identifying vocational goals. Many of these students are in coordinated programs of academics and work training using the work evaluations results as indicators of vocational strengths and weaknesses. Of 203 students who have been terminated from the program, over 75 percent are employed, enrolled in vocational school courses, or have returned to high school full-time (Booklet - School Habilitation Program - Anoka-Hennepin School District Number 11, 1971-72).

Educational and vocational goals are often closely related. Special needs of those who are seeking such goals and are unsure or unrealistic in their choice may, through work evaluation, be given an opportunity to develop an awareness of their assets and limitation. This awareness can give the student information to more realistically select an educational and vocational plan. This plan will identify immediate and long range vocational goals as determined during the evaluation period and outlined in the evaluation report.

Definitions

The source for the following definitions is an unpublished paper by Dr. Walter A. Pruitt, 1971. Dr. Pruitt is the Graduate Program Director for the Department of Rehabilitation and Manpower Services at UW-Stout.

Work Sample: This is the generic term to describe all samples of work both real and simulated and irrespective of the purpose or use made of these work samples.

Simulated Work Sample: According to Neff (1966), "A work sample is a mock-up or a close simulation of an actual industrial operation, not

different in its essentials from the kind of work a potential worker would be required to perform on an ordinary job." This definition best describes the simulated work sample. However, it should further be noted that this type of work sample may be used to evaluate potential for a specific job or potential for one or more occupational traits - traits which may or may not be required in specific jobs within the community.

Actual Work Sample: It is a sample of work from an actual job being performed (usually in the immediate community) and involves the use of the same materials, equipment and/or tools, and differs from the actual operation, only in terms of the work setting. However, the work setting may also be simulated.

Isolated-Trait Work Sample: Through the use of job analysis techniques and factor analysis, specific worker traits are isolated. Work samples are then designed to evaluate these specific traits which are common to many different jobs. The term isolated-trait is somewhat of a misnomer since it is virtually impossible to have a work sample which measures only a unitary trait.

Occupational-Trait Work Sample: An occupational trait is composed of a number of interrelated traits or sub-traits which are required for many different jobs within an occupational area. Work samples which are used to evaluate these occupational traits such as "machine operator" or "inspector" are referred to as occupational-trait work samples. A work sample battery designed to evaluate occupational traits may contain both actual and simulated work samples. However, the occupational-trait work sample is (more often than not) a simulated work sample. Once the desired occupational traits are identified it is easier and less expensive to construct a work sample to evaluate these traits rather than find an actual job which will evalute these traits in total but nothing more.

Work Sample Evaluation: A systematic procedure for assessing work potentials and behaviors. What attributes are evaluated depends upon the specific work samples used. In general, work samples are constructed to evaluate potential for specific jobs and traits common to a number of jobs. Work sample evaluation may also provide assessment of work personality, and other behavioral characteristics necessary for effective work performance.

Other definitions of terms and acronyms used in this paper are as follows:

Client: The term client in this proposal means anyone who is receiving the evaluation service. The ABE student is called a client in this proposal.

Special Project: Special projects are work assignments or simulated work tasks that are utilized when special traits or job characteristics are desired. When no work sample can be used for such evaluation, then the special project is devised and utilized.

E.T.C.: Evaluation and Training Center, University of Wisconsin-Stout, Menomonie, Wisconsin.

ABE: Adult Basic Education as defined in Opportunities Through Education, 1972, a publication of Wisconsin Board of Vocational, Technical and Adult Education.

CHAPTER II

METHODS AND PROCEDURES

Introduction

A primary objective of work evaluation is to identify feasible areas where optimum vocational success of the client can be expected. It is important that academic courses of study an ABE student pursues be related to his vocational needs and skills.

The following plan and procedures were implemented to conduct this study.

A visit to the Adult Basic Education facilities at Wisconsin Indianhead Technical Institute, Rice Lake Campus; Gateway Technical Institute, Kenosha Campus; and the District One Technical Institute, Eau Claire was made to observe ABE programs and to discuss the project with the area coordinator. At these meetings, the coordinators had the opportunity to suggest changes in the proposed evaluation plan which they felt would further benefit the student. The student population was also surveyed and evaluation candidates were selected. The functions of the evaluation period were discussed with the ABE student. Client selection was made on the basis of the coordinator's recommendations and the ABE student's consent to cooperate. Five clients were used in this project. Although this project was not designed to meet the needs of any isolated segment of the student population, it was proposed that the student who was having difficulties and possibly contemplating termination be considered first. A positive attitude about the evaluation program was considered as a prerequisite of the ABE student prior to his initiation in the program.

The students participated in a two week evaluation at the Evaluation and Training Center, University of Wisconsin-Stout. During this period the student's vocational aptitudes, interests, abilities, personality and achievement were evaluated. Exposure to a variety of occupations through the work sample technique was the basic mode of assessment.

At the end of this evaluation period the student returned to his ABE class. During the evaluation period a staffing with each student's school counselor was conducted to discuss the findings, make recommendations, and construct immediate and long range goals for each student. Within ten days following the evaluation period, a comprehensive report was sent to each school covering the evaluation information and listing vocational recommendations.

Approximately four weeks later, a follow-up study was conducted on each student in the project. Results from the project were then compiled to include the following information.

1. Results of personal interviews with ABE students to determine the student's attitudes toward the evaluation and whether or not it has influenced his ABE training.
2. Results of the second administration of the self-rating form to note any changes in responses over the previous administration.
3. Results of the second administration of instructor questionnaire to note any changes in response over previous administration.
4. The extent to which schools have made changes in the curriculum for those individual students in regard to the specific recommendations indicated in the evaluation report.

At this point a review of the project was written indicating the feasibility of such a program.

Population

The population for this study was selected on the basis of recommendations of the ABE staff and through personal interviews by the investigator. Final selection was made on the basis of need for the evaluation and the expressed cooperation of the selected participants.

The five participants were selected from the following areas: two from ABE and Adult High School, Gateway Technical Institute, Kenosha, Wisconsin; two from ABE, Wisconsin Indianhead Technical Institute, Rice Lake Campus; and one from ABE Vocational, Technical and Adult Education, District One, Eau Claire, Wisconsin. Ages of these students ranged from 19 through 50 years, two males and three females, with a variety of educational and vocational skills and limitations.

Facilities and Supporting Personnel

The facility used for this study was the (E.T.C.) Evaluation and Training Center located on the campus of the University of Wisconsin-Stout, Menomonie, Wisconsin. In the past four years the E.T.C. has provided evaluation services for nearly 1,500 people with a variety of physical, mental, emotional and behavioral handicaps. The age group for these people, male and female, ranges from 15 to 58 years. Presently the E.T.C. is working with a high percentage of young people (15-22 years of age) who are having difficulty in school, or in holding or securing jobs.

Housing for the ABE students who were unable to commute was provided at Hovlid Hall, a university dormitory, located three blocks north of the E.T.C. A head resident was on hand to supervise the students using this facility, along with eight undergraduate rehabilitation students who serve

as floor supervisors. Dormitory staff attended to the daily needs of these residents and assisted them in providing recreational activities during the evenings and weekends. Residents had access to a basement game room; two television lounge areas; and, with supervision, other university facilities such as the Union and fieldhouse. Meals were provided at a local restaurant near the E.T.C.

Supporting the investigator during the two week evaluation period were staff of the Evaluation and Training Center. The E.T.C. staff consists of the director, a chief evaluator, two vocational evaluators, a psychologist, a consulting occupational therapist, and three secretaries. (See vitas in Appendix G.) Staff of the graduate program serve as supervisors for students enrolled in practicum and internship training at E.T.C.

Procedures of Evaluation

The E.T.C. uses several techniques which have proved effective in helping to meet the vocational needs of its clientele.

One-to-one relationship: The E.T.C. serves as a practicum and intern training site for graduate students enrolled in the Vocational Rehabilitation program with a concentration in work evaluation. With these students, the Center was able to offer a close contact with its clients. Utilizing a one-to-one relationship, the evaluators spent the entire evaluation period working with his assigned client. Therefore, good rapport with the client was effectively achieved. Each student evaluator received direct supervision from staff evaluators and faculty supervisors. During the evaluation period, close observation and supervision was given each client and these observations of client work aptitudes and behavior served as the

backbone of the evaluation report. This individualized evaluation approach offered the evaluator and client better insights regarding work skills and interests, and job needs.

Work Sample Approach: It has been the experience of the E.T.C. that people who tend to be non-verbally oriented have difficulty identifying with and performing on standardized psychological tests and other paper and pencil type tests. Therefore, the clients were introduced to a variety of jobs through the use of work samples. The work samples gave the clients a chance to perform tasks that are required on actual jobs. It was through close observation and analysis of the client's performance that worker traits and job skills required by the work sample were related to the student's interests and aptitudes. By using a variety of work samples, the student was exposed to many occupational fields requiring a range of skills. Over 150 work samples in use at the E.T.C. represent work in all occupational categories as defined in the Dictionary of Occupational Titles (D.O.T.). In addition to the work samples that were mentioned above, the Center used work sample batteries used nationally. The batteries are as follows:

1. TOWER (Training Orientation and Work Evaluation in Rehabilitation) system, which contains over 100 different work samples.
2. JEVS battery developed by the Jewish Employment and Vocational Service of Philadelphia, Pa.
3. Singer/Graflex battery developed by the Singer Corporation/Graflex Division of Rochester, New York. This battery contains work samples in ten different occupational areas and uses a client-operated audio-visual unit to administer instructions.

Integration of Standardized Testing: It is felt that psychological testing can be utilized in the comprehensive work evaluation process. At the E.T.C. standardized tests were used to augment the work sample approach.

These psychological tests were used mainly to estimate the client's intelligence and achievement levels, specific aptitudes, and to correlate personality and interests test data with those factors observed during the work sample evaluation.

Occupational Exploration: Films, filmstrips, cassette tapes, job information books and pamphlets and group discussions were used to give each client a broader job outlook. The educational and skill requirement were also a part of this exploration. This aided the ABE student in choosing further courses of study as related to possible occupational choices.

Feedback Sessions: The client had the opportunity to discuss his evaluation process with his evaluator during frequent feedback sessions between the client and his evaluator. Through these feedback sessions the evaluator noted expressed interests in tasks and had an additional opportunity to gain a deeper insight into the client's needs.

Staff Meetings: During the last week of the evaluation period a staff meeting was conducted for each ABE student. Staff of the ABE student's school was invited to attend a meeting where all E.T.C. staff involved with the ABE student presented and discussed information regarding the evaluation period. Referral personnel had the opportunity to ask questions concerning the client's progress and review recommendations made for the student.

Evaluation Reports: The major findings of the evaluation period were presented to each school involved with this study. The report contained a four to seven page narrative which included an appendix of all work samples given and all test data. The report covered the following areas:

1. Identifying information
2. Abstract of the report
3. Background information and a statement of the main vocational problems
4. Work interest and needs
5. Work aptitudes and abilities
6. Work sample skills
7. Work behavior and interpersonal relations
8. Discussion of evaluation findings
9. Recommendations (immediate and long range)
10. Appendix.

CHAPTER III

RESULTS

Introduction

The main purpose of this project was to determine the feasibility of using work evaluation as a method of assessing the vocational needs of Adult Basic Education students enrolled in A.B.E. schools in Wisconsin.

Because of professional ethics and legal complications concerning the confidentiality of the evaluation material, the names of the A.B.E. students involved in the project have been omitted. To insure the possibility of additional investigation and further research into this project, participating A.B.E. students have signed an agreement that would allow access to their evaluation folder on file at the Evaluation and Training Center. For the release of this information regarding the study, contact the Director of the Evaluation and Training Center.

In addition to the above mentioned evaluation file, each participating school counselor has received a copy of their student's evaluation report. These reports were a compilation of evaluation data which included recommendations that should be implemented by the schools as steps in vocational planning for the participant. Additional reports and information concerning the evaluation of the A.B.E. student can be secured from the E.T.C. by other agencies working with the participant who require this confidential information in planning services.

During the construction and implementation of this project, several objectives were established. Criteria for these objectives were established to help determine project results. Results of these objectives are discussed below in the order in which they were investigated.

Objective 1: Identifying A.B.E. coordinator's needs as related to work evaluation. One of the primary needs related by coordinators and counselors of the participating A.B.E. schools was for more background information concerning their students. They indicated that this information would be important in better understanding each student's personal needs. Because they lack student background information and since it requires extensive time to obtain it, most coordinators felt that academic planning was often a trial and error procedure during initial stages of the student's enrollment. It was felt that better academic training would improve the students effective participation in coursework.

During work evaluation, however, good rapport is developed between evaluator and client. It is more feasible to obtain meaningful background and personal information regarding the student in the evaluation setting. An in-depth vocational interview is conducted as part of the regular evaluation process. This information is integrated with current work observations and test results to formulate vocational recommendations.

Along with this expressed concern for student information the coordinators and counselors indicated a need to understand the student's vocational goals and to determine whether these goals were realistic. (See Table 6-B.) They felt better understanding of student vocational goals would provide more insight regarding motivational factors necessary in good academic planning.

It should be noted, however, that the students referred to this project had unrealistic vocational goals or lacked vocational goals as determined by the evaluation. As a result of the evaluation process, these students were assisted in identifying vocational skills and matching

these skills to job demands. This information was used by the students to establish vocational goals that were felt to be more realistic. Results of this information were contained in the evaluation report that was sent to each referring school staff.

The realistic goals were a result of occupational exploration in occupational categories in which they had tested or manifested interest, along with tested vocational skills. The students were allowed to choose the categories that they wished to explore based on their interests and skills where they were able to formulate these goals. During the evaluation period, occupational exploration not only helped students to formulate more realistic goals, but important also was the way they were able to more clearly relate academic training to the work skills they possessed and to job demands. This is evidenced by the participants who have secured special tutoring or academic coursework to help them in academic areas related to the vocational coursework in which they are now enrolled.

This awareness of academic training in relationship to job demands was made evident to the students while they were performing on work samples where these task demands demonstrated this relationship. Work sample testing helps identify academic adequacies and deficiencies to the student while they are performing these tasks. To illustrate this, one of the students wanted to take a competitive job as an office worker prior to attending the evaluation. After performing work samples in office work she stated that she did not have the math and spelling ability that she realized she needed for this type of work. She also discovered that her motor coordination and finger dexterity aptitudes were below average for this occupation. These inadequacies were realized by the student as a

result of the work samples prior to any counseling by her evaluator.

Objective II: Identifying characteristics of A.B.E. students which would require modifying the work evaluation process. Through vocational evaluation recommendations are made; some of which suggest the client enroll in vocational training programs or continued education to improve academic achievement. In dealing with the A.B.E. students, the work evaluation process was altered in that the evaluators were to acquaint themselves with the programs and facilities that were available to each student in his school and community prior to conducting the evaluation. The evaluations were geared to identiyf possible curriculum changes that would benefit each participant based on specific individual vocation needs and goals.

The evaluator was made aware of each school's or district's educational programs in order to consider further vocational training either within or outside local vocational school programs. At the same time, the evaluators were made aware of manpower needs in the community since competitive employment in the community was also considered for the participants. With this knowledge, the evaluators were better able to relate evaluation findings and recommendations to the environment to which the students would return.

As was stated previously, the participating students began the evaluation with unrealistic or lack of vocational goals. This was made evident during the vocational intake interview and initial vocational testing when students were either unable to select occupational areas of interest, or evidenced a lack of aptitudes and skills to successfully perform the tasks in areas they selected.

This was also an area that was noted by each of the students' instructors. They rated the students' goals as unrealistic, or stated that they were not aware of any vocational goals of the students. (See Table 6-B.)

With this knowledge, the evaluators used part of the evaluation period for occupational exploration. This was done through the use of work samples, various occupational tapes, films and filmstrips that were used to supplement the evaluation by directing the student's tested skills and expressed interests to a variety of occupational areas as the evaluation progressed.

Objective III: The evaluation pilot. During the last two weeks of June, 1973, the A.B.E. students attended the Evaluation and Training Center at the University of Wisconsin-Stout to participate in the evaluation. During these two weeks the A.B.E. students were evaluated to help identify: (1) specific work interests, (2) job needs, (3) work aptitudes and abilities, (4) work behaviors including interpersonal relations, (5) academic achievement, and (6) intelligence. Other vocationally relevant information was gathered and compiled in relation to these areas such as background information, previous work history, and educational history.

It should be noted here that the evaluation reports include information that refers to terms used in The Dictionary of Occupational Titles (D.O.T.), Volume II. (See Appendix B.) Each occupational job carries a D.O.T. six digit job code number. As a result of the evaluation, the last three digits (the work function levels), which suggest a relationship to the Data, People, Things (D.P.T.) level, have been determined and included in the report. These three digits indicate the highest appropriate function in each hierarchy to which the A.B.E. student appeared to have

an occupationally significant relationship. These functions indicate the total level of complexity at which he could perform.

The first three numbers of the D.O.T. code indicates the occupational categories, divisions and groups. These three digits are important in indicating a specific occupational group. However, in the evaluation reports the last three digits indicating the Data, People, Things level are emphasized because they indicate the worker functions at which the student is capable of performing and are transferrable from one occupational group to another.

Following are the evaluation reports as they were sent to each student's counselor with identifying information omitted. A description of most of the work samples and psychometric tests performed by the student is included in Appendix A.

DEPARTMENT OF REHABILITATION AND MANPOWER SERVICES
Evaluation and Training Center
University of Wisconsin-Stout
Menomonie, Wisconsin

Work Evaluation Report - ABE Project

Date: July 17, 1973 Name: Student A

Referred By: John Anderson Address: ----------

Project Coordinator

Evaluation Period: 6/25/73-7/6/73 Sex: Female Age: 19

Evaluator: John Anderson Birthdate: 12/31/53

ABSTRACT:

Student A was a 19 year old, married, female of average tested intelligence with a vocational problem of a lack of a vocational goal.

Initial impressions of Student A were that she was a friendly outgoing young woman who was very verbal in her conversation. She appeared at ease during our first contact and remained in this manner during the evaluation.

Most significant vocational findings were that Student A had strengths in the areas of finger and manual dexterity, motor coordination, clerical perception, eye-hand-foot coordination, form perception, spatial discrimination, retention, and the ability to follow oral and written instructions.

No significant vocational limitations were noted during the evaluation.

Vocational implications of these findings would suggest that student A could function at a present Data, People, Things (D.P.T.) hierarchy level (Dictionary of Occupational Titles (D.O.T.) Volume II page 649) of about .321. This implies that she can handle Data on the level of Compiling, relate with People on the level of Instructing, and work with Things on the level of Precision Working.

In view of the above observations and findings, immediate recommendations to consider for and with Student A are:

1. Completion of the high school equivalency exam (G.E.D.).

2. Enrollment in college or vocational school with studies in teaching, clerical, health, veterinary assistant or related occupations.

3. An alternative to the above recommendation could be competitive employment or on-the-job training in the areas of teacher's aid, veterinary assistant, general office wrok, or in the medical health field.

BACKGROUND INFORMATION

Physically, Student A appeared to be in good health. She appeared to have a full range of movement of all body members with no apparent physical limitations.

Work history has been somewhat limited with Student A's main, past employment dealing with the operation of the family dairy farm.

Academic education has been completed to the 11th grade with additional course work in adult basic education for one year in adult high school.

INTELLECTUAL EVALUATION:

Intelligence testing with Wechsler Adult Intelligence Scale (1) on June 28, 1973 indicated that Student A was at the average functioning level. Verbal I.Q. was 98, Performance I.Q. was 106, and Full Scale I.Q. was 101. A significant subtest was digit span which was high and suggestive of strengths in the areas of ability for rote and immediate memory, attention span, and concentration.

ACADEMIC ACHIEVEMENT:

Achievement testing indicated strengths in the areas of reading and spelling and someweaknesses in math. Wide Range Achievement Test (WRAT) (2) results for Student A's indicate functioning at the 11.6 grade level (70%) in reading, the 9.6 grade level (45%) in spelling, and 8.0 grade level (27%) in math. These results were also apparent on the Adult Basic Learning Exam (ABLE II) (10) which indicated functioning at 9.0+ grade level in vocabulary, 9.0+ grade level in reading, 9.0+ grade level in spelling and 8.1 grade level in math.

INTERESTS:

High work interests in the areas of office work, health occupations, teaching occupations, and veterinary work were shown on the California Occupational Preference Survey (5), Interest Check List (6), Minnesota Vocational Interest Inventory (7) and the Occupational Exploration Kit (8). Expressed interests in teacher's aid and veterinarians assistant were also noted.

These tested and manifested interests correlate with significant needs of Student A to work with people, and to work in "clean hands" occupations.

APTITUDES:

Positive aptitudes noted were average to above color discrimination, eye-hand-foot coordination, finger and manual dexterity, planning, ability, clerical perception, form perception, learning ability, and the ability to follow written and oral instructions. These were apparent on work samples (16,17,19,20,23,24,25), psychometric tests (10,11,13,14,15) and special projects 928,29). Learning was most apparent on the work samples; assistant medical lab (17), mechanical assembly (20), layout design (28) where Student A's performance was superior.

WORK SAMPLE EVALUATION:

Student A performed on work sample tasks in the occupational categories of professional, technical and managerial, clerical and sales, machine trades, bench work, and miscellaneous.

Performance results for the tasks in professional technical and managerial (16,17), and clerical and sales (18,23,24,26,27) indicated Student A had the abilities and interests to perform in these types of occupations.

Results of tasks in the occupational categories of machine trades (19,20), bench work (21,25), and miscellaneous (22) indicated that Student A had the abilities to perform these tasks, however, they were expressed as not being of great interest to her.

SPECIAL PROJECTS:

Special project evaluations were in the areas of designing (28) and G.E.D. simulated test and study (29).

The designing special project was in planning and drawing a work sample layout which Student A was able to do with neatness and thoroughness. Student A expressed an interest in this task and results indicated abilities in designing and planning.

The G.E.D. simulated test and study special project was given to acquaint her with the test. On the portions that she was tested in, she scored in the 80% or higher. The test did indicate that she will need practice in math, specifically percentages and geometry before attempting the high school equivalency exam (G.E.D.).

WORK PERSONALITY:

Notable work behaviors were those of good grooming and hygiene, freedom from irritating mannerisms, freedom from odd or inappropriate behavior, attendance, and punctuality, steadiness of work, accuracy of work, conformity to the workshop rules and regulations, and interaction with co-workers and supervisors.

These behaviors were observed while Student A was performing on work samples, psychometric tests, and during work breaks in the lounge during the evaluation period.

DISCUSSION:

Work evaluation and testing results suggest a Data, People, Things, level of about .321, (D.O.T., Volume II, page 649) which means that Student A would be able to handle Data on the level of Compiling, relate with People on a level of Instructing and work with Things on a level of Precision Working.

Job seeking and keeping assets were that Student A shows enthusiasm for work, has appropriate manners, gets along well with supervisors and co-workers, and is consistent in work output and behavior.

Related factors important to employment were her competencies in social living; she makes adequate use of leisure time, is neat and well groomed, and appears to be able to cope with family and personal problems.

RECOMMENDATIONS:

In view of observed and tested skills and personality of Student A, the following recommendations should be implemented as steps in vocational planning:

1. Student A should complete the High School Equivalency Test (G.E.D.) for the purpose of completing her high school diploma requirements.

2. Enrollment in college or vocational school with studies in education, clerical, health, animal care or related occupations. Student A has expressed a desire to further her formal education and at this time appears feasible.

3. If continued formal education is not pursued it is recommended that Student A seek competitive employment or on-the-job training in an area of teacher's aid, veterinary assistant, general office work, or in a health field such as a nurse's aid.

_____

John Anderson
Project Coordinator

EVALUATION & TRAINING CENTER

Name Student A Appendix

TESTS/WORK SAMPLES & SUB-SCORES		PERCENTILES 1-25	26-75	76-99	NORMS & COMMENTS
Wechsler Adult Intelligence Scale					
Information	7	16			
Comprehension	9		40		
Arithmetic	11		60		
Similarities	11		60		
Digit Span	10		50		
Vocabulary	7	16			
Digit Symbol	16			97.7	
Picture Completion	11		60		
Block Design	9		40		
Picture Arrangement	11		60		
Object Assembly	7	16			
Verbal I.Q.	98				
Performance I.Q.	106				
Full Scale I.Q.	101				
Wide Range Achievement Test, Jastak					Age: 19
Reading - grade	11.6		70		
Spelling - grade	9.6		45		
Arithmetic - grade	8.0		27		
Purdue Pegboard					
Right (gross dexterity)				76	industrial applicants
Left (gross dexterity)				85	and college students
Both (coordination)				91	
Total gross dexterity				82	
Assembly (fine finger dexterity)				98	

General Aptitude Test Battery	Apt.Sc.	1SEm	Apt.Sc+1SEm
	110		117
G - Intelligence	96	6	102
V - Verbal Aptitude	115	6	121
N - Numerical Aptitude	114	6	122
S - Spatial Aptitude	133	8	142
P - Form Perception	133	9	142
Q - Clerical Perception	107	9	114
K - Motor Coordination	93	7	105
F - Finger Dexterity	110	12	121
M - Manual Dexterity		11	

ETC-456A

EVALUATION & TRAINING CENTER

Name Student A Appendix Page II

Work samples and tests were administered in the following areas: (details and specific information of the areas covered will be provided upon request) -

TESTS

Interest
5. California Occupational Preference Survey
6. Interest Check List
7. Minnesota Vocational Interest Inventory
8. Occupational Exploration Kit

Personality
9. Tennessee Self Concept

Achievement
10. ABLE II

Dexterity
11. Bennett Hand-Tool

Aptitude
12. Bennett Mechanical Comprehension Test
13. College Qualification Test
14. General Clerical
15. Minnesota Clerical Test

WORK SAMPLES

Professional, Technical and Managerial
16. Speaking-Signalling
17. Assistant, Medical Lab

Clerical and Sales
18. File 80

Machine Trades
19. Eye-Hand-Foot Coordination
20. Assembly, Mechanical

Bench Work
21. Visual Pursuit

Singler/Graflex Vocational Evaluation Battery
22. No. III Drafting

ETC-53A

Clerical

23. No. 4 Payroll Computation
24. No. 6 Record Keeping

Jewidh Employment and Vocational Services Work Sample Battery

25. Tile Sorting #10
26. Adding Machine #52
27. Typing #55

Special Projects

28. Draw a Layout
29. G.E.D. simulated Test and Study

DEPARTMENT OF REHABILITATION AND MANPOWER SERVICES
Evaluation and Training Center
University of Wisconsin-Stout
Menomonie, Wisconsin

Work Evaluation Report - ABE Project

Date: July 12, 1973 Name: Student B

Referred By: John Anderson Address: -------

Project Coordinator

Evaluation Period: 6/18/73-6/29/73 Sex: Male Age: 23

Evaluator: Thomas R. Herbst Birthdate: June 19, 1950

ABSTRACT:

Student B was a single male of Average tested intelligence with a vocational problem of low academic achievement in reading, spelling and arithmetic. Initial physical impressions were that he was neat and appropriately groomed.

Most significant vocational findings were above average finger dexterity, manual dexterity, and coordination. Good organization of tools and equipment, ability to work with limited supervision, ability to verbally express needs, and ability to follow diagrammatic and demonstrated instructions were judged to be average or better.

Vocational implications of these findings would be that Student B could function at a present Data, People, Things (D.P.T.) hierarchy level (Dictionary of Occupational Titles (D.O.T.) Volume II, page 645) of about .562. This implies that he can handle Data on the level of Copying, People on the level of Speaking-Signaling, and Things on the level of Operating-Controlling.

In view of the above observations and findings, recommendations to consider for and with Student B are:

1. Continuation in Adult Basic Education classes to raise academic achievement in reading, spelling, and arithmetic which will hopefully lead to his obtaining a G.E.D.

2. Counseling to help reduce overly defensive or suspicious attitude towards both supervisors and co-workers.

3. If G.E.D. requirements are met, possible vocational-technical school subjects to consider are: Mechanical Drafting (D.O.T. code 007.281), Electronics Communication (823.281), and Audio-Visual Assistant.

4. If G.E.D. requirements are not completed, possible vocational areas to consider are: Drafting Clerk (249,281), Tracer (017.281), Electrical Instrument Repairman (729.281), and Electrician Helper (829.887). Entry into these fields could be done through on-the-job training or apprenticeship training.

BACKGROUND INFORMATION:

Student B was a single 23 year old, Caucasian, male who appeared to be strong, in good health, with no noticeable physical limitations.

Work history has been varied but limited and consisted of: gas station attendant, mason helper, and dip plating metal screws in a processing plant. Total length of employment for all three jobs was approximately four years. Three years were spent in the U.S. Army as a public address (P.A.) systems specialist. Duties in this area consisted of setting-up and arranging microphone and speaker systems.

Academic education had been completed through the eighth grade. Currently, Student B is enrolled in Adult Basic Education (A.B.E.) classes in Rice Lake, Wisconsin.

INTELLECTUAL EVALUATION:

Intelligence testing with the Wechsler Adult Intelligence Scale (WAIS) (1) on June 20, 1973 indicated that Student B was at the Average functioning level. Verbal I.Q. was 89, Performance I.Q. was 99, and Full Scale I.Q. was 93. A significantly low score on the Information subtest appears to have been caused by his very low reading ability as evidenced on achievement testing (2).

ACADEMIC ACHIEVEMENT:

Achievement testing indicated weaknesses in all tested subjects. Wide Range Achievement Test (WRAT) (2) results showed a 2.8 grade level (5% or less) in reading, a 2.2 grade level (5% of less) in spelling, and a 4.4 grade level (5% or less) in arithmetic. The low scores in spelling and reading were generally verified during many work sample and psychometric test administrations in that the instructions or directions had to be read by someone else.

PERSONALITY:

Initially Student B was reluctant to admit he experienced difficulty in reading. He often stated, "I don't understand this," rather than say he could not read it. When the material was read to him, he seemed to question the reader excessively. For example, during a discussion on the meaning of the Tennessee Self Concept (8), after a lengthy explanation of its meaning, Student B took the test to a friend and had her read the results to him. This seeming distrust for supervisors continued throughout most of the evaluation period with a greater degree of trust being

being shown towards the end of the second week during which Student B openly discussed his reading limitation and associated problems.

INTERESTS:

Testing with the Minnesota Vocational Interest Inventory (7) and the California Picture Interest Inventory (5) revealed interests in electronics, clerical activities, and "clean hands" occupations. Stated and manifest interests were drafting, electronics, and law enforcement. Many of these stated interest areas were not discovered until the last day or so, because initially Student B said he did not want to "pin himself down to any one category."

APTITUDES:

Above average finger dexterity, manual dexterity, and coordination were noted on work samples and psychometric tests (3,10,4,12).

Ability to verbally express work needs, personal needs, and personal objectives were thought to be above average as demonstrated in many discussions by good language usage.

A good ability to organize tools and equipment effectively and efficiently was noted on almost all work samples (9,13,17,18,19). The results of this organization seemed to reflect itself in good quality products, a high productivity rate and neatness.

Although extreme difficulty was experienced in following written instructions, Student B showed a good aptitude for following diagrammatic and demonstrated instructions. (13,14,15,16,20).

An above average ability to use carpentry tools was noted on work sample (19) and was reflected in the high quality product. However, a stated distaste for this type activity prevented further vocational exploration in this direction.

Limited supervision was required on all tasks once the instructions were given and understood and little distraction was noticed on most work samples.

WORK SAMPLE EVALUATION:

Because of a stated dislike for clerical work, only one work sample (11) in this area was administered. The above average score received may be indicative of a certain aptitude in this type activity and could possibly be a latent interest.

Other work samples in the machine trades and bench work occupations (12,13,14,15,16) were performed at an average or above average rating and seems to show good ability in these areas.

Work samples in woodworking and electrical wiring (18,19) revealed a definite talent for this activity; however, not much interest was shown or expressed for the tasks.

Drafting on two work samples (17,20) seemed to evoke the most interest and were judged to be above average in quality. Student B mentioned drafting as an activity he would like to pursue as a vocation and questioned the evaluator on ways to enter the field and means of obtaining part-time work in the same or related areas.

WORK PERSONALITY:

Most work assignments were met with unexpressive and even a disinterested attitude. When asked whether he would like to try a certain work sample, the usual response was, "It doesn't make any difference to me." Confidence in his ability to do well on many tasks was continually expressed; however, he seemed pleased to receive praise for his work.

RELEVANT SOCIAL FACTORS:

Attitude towards supervisors were generally cautious and evasive until a certain amount of rapport was established. At this time a degree of trust was exhibited and his attitude became more open and cooperative.

Relations with co-workers were reserved and at times cold. During break periods, Student B would seldom interact to any degree with his peers and any conversation was usually started by someone else.

DISCUSSION:

Work evaluation and testing results suggest a Data, People, Things, (D.P.T.) level of about .562, (D.O.T. Volume II, page 649) which means that Student B would be able to handle Data on the level of Copying (transcribing, entering or posting data), relate with People on a level of Speaking-Signaling (talks or signals to convey information) and work with Things on the level of Operating-Controlling (starting, stopping, controlling, and adjusting the progress of a machine or equipment).

RECOMMENDATIONS:

In view of Student B's interests, aptitudes and limitations, the following recommendations are suggested for and with him:

1. Continuation in Adult Basic Education Classes to raise academic achievement levels, especially in reading, with the eventual goal of completing G.E.D. requirements. If normal classroom instruction methods are not effective, individual tutoring may be the best means of teaching. This type instruction is suggested

in view of Student B's apparent reluctance to admit to outsiders his low reading ability.

2. Counseling to help reduce overly defensive or suspicious attitudes towards both supervisors and co-workers. Student B continually questioned the motives of just about everyone and did not seem to think that this evaluation was for his benefit.

3. After completion of G.E.D. requirements, possible vocational-technical courses to consider are: Mechanical Drafting (D.O.T. code 007.281), Electronics-Communications (D.O.T. code 823.281), and Audio-Visual Assistant.

4. If G.E.D. requirements are not completed, possible vocational areas to consider are: Drafting Clerk (249,218), Tracer (017.281), Electrical-Instrument Repairman (729.281), and Electrician Helper (829.887). Entry into these fields could be done through on-the-job training or apprenticeship training.

Thomas Herbst
Student Evaluator

John Anderson
Project Coordinator

EVALUATION & TRAINING CENTER

Name Student B Appendix

TESTS/WORK SAMPLES & SUB-SCORES		PERCENTILES 1-25	26-75	76-99	NORMS & COMMENTS
Wechsler Adult Intelligence Scale					
Information	6	10			
Comprehension	10		50		
Arithmetic	7	16			
Similarities	10		50		
Digit Span	7	16			
Vocabulary	8	25			
Digit Symbol	7	16			
Picture Completion	9		40		
Block Design	11		60		
Picture Arrangement	11		60		
Object Assembly	12		75		
Verbal I.Q. 89		24			
Performance I.Q. 99			50		
Full Scale I.Q. 93			31		
Wide Range Achievement Test, Jastak					Age: 23
Reading - grade 2.8		5 or less			
Spelling - grade 2.2					
Arithmetic - grade 4.4					
Purdue Pegboard					
Right (gross dexterity)			41		
Left (gross dexterity)			74		
Both (coordination)			50		
Total gross dexterity			51		
Assembly (fine finger dexterity)				76	

General Aptitude Test Battery	Apt.Sc.	1SEm	Apt.Sc+1SEm
G - Intelligence	20	6	26
V - Verbal Aptitude	--	6	--
N - Numerical Aptitude	56	6	62
S - Spatial Aptitude	117	8	125
P - Form Perception	94	9	103
Q - Clerical Perception	87	9	96
K - Motor Coordination	84	7	91
F - Finger Dexterity	107	12	119
M - Manual Dexterity	108	11	119

EVALUATION AND TRAINING CENTER

Name Student B Appendix Page II

Work samples and tests were administered in the following areas: (details and specific information of the areas covered will be provided upon request) -

TESTS

Interest

5. California Picture Interest Inventory
6. Interest Check List
7. Minnesota Vocational Interest Survey

Personality

8. Tennessee Self Concept

Dexterity

9. Bennett Hand-Tool
10. Stromberg Dexterity

WORK SAMPLES

Clerical and Sales

11. Weighing, Precision

Machine Trades

12. Eye-Hand-Foot Coordination
13. Assembly, Mechanical
14. Turning Wood

Bench Work

15. Mechanical Aptitude
16. Visual Pursuit

Singer/Graflex Vocational Evaluation Battery

17. No. III Drafting
18. No. IV Electrical Wiring
19. No. VI Woodworking

Jewish Employment and Vocational Services Work Sample Battery

20. Condensing Principle Drawing

DEPARTMENT OF REHABILITATION AND MANPOWER SERVICES
Evaluation and Training Center
University of Wisconsin-Stout
Menomonie, Wisconsin

Work Evaluation Report - ABE Project

Date: July 12, 1973 Name: Student C

Referred By: John Anderson Address: ----

Project Coordinator

Evaluation Period: 6/18/73 to 6/29/73 Sex: Female Age: 23

Evaluator: Thomas R. Herbst Birthdate: September 25, 1949

ABSTRACT:

Student C was a single female with referral problems of limited vocational exposure, shy and lacking confidence and apparently limited social contacts.

Initial impressions were that Student C was attractive, well-dressed and groomed and shy, but friendly.

Most significant vocational findings were: above average finger dexterity, manual dexterity, coordination, clerical ability, and organization of work tasks. A good ability to follow detailed oral, written, and diagrammatic instructions and to work with limited supervision was also noted.

Vocational implicationsof these findings would be that Student C could function at a present Data, People, Things (D.P.T.) hierarchy level (Dictionary of Occupational Titles (D.O.T.) Volume II, page 649) of about .364. This implies that she can handle Data on the level of Compiling, People on the level of Speaking-Signaling, and Things on the level of Manipulating. Her acute shyness does not allow functioning at a higher level with People; however, if this could be overcome, her ability to deal in this area would probably be much higher.

In view of the above observations and findings, recommendations to consider for and with Student C are:

1. Counseling to encourage meeting people and making social contacts to help overcome her intense shyness.

2. Enrollment in vocational - technical school. Suggested areas are: Business Machine - Bookkeeping (D.O.T. code 215.388), Library Media Technical Assistant (249.368), or Account Clerk (219.488).

3. If she chooses not to attend vocational - technical school, direct placement jobs to consider are: General Office Clerk (219.388), Library Assistant (249.368), or Receptionist (237.368).

BACKGROUND INFORMATION:

Student C was a single, 23 year old, female who appeared strong, in good health and neatly dressed.

Work history has been limited and consisted of two jobs: checking books in and out at a children's library and as a teacher's aide with total employment time less than one year.

Formal education was completed through the eighth grade with credit for high school being obtained through the High School Equivalency Examination (G.E.D.)

INTELLECTUAL EVALUATION:

Intelligence testing with the Wechsler Adult Intelligence Scale (WAIS) (1) on June 26, 1973 indicated that Student C was at the Borderline level of mental ability. Verbal I.Q. was 74, Performance I.Q. was 87, and Full Scale I.Q. was 79. According to the psychologist who administered the test, "Cultural influences should be be overlooked in interpreting these scores and her shyness may have prevented her from answering many questions within her capabilities." To further explore intelligence level, the Revised Beta (8) was given and yielded an I.Q. of 96. This higher score seems to be a closer measure of her intellectual functioning level as compared to performance on work samples and reasonably high academic achievement levels.

ACADEMIC ACHIEVEMENT:

Wide Range Achievement Test (WRAT) (2) results for Student C indicate functioning at the 7.3 grade level (18%) in reading, 6.7 grade level (13%) in spelling, and the 7.4 grade level (18%) in arithmetic. To further verify these scores the Adult Basic Learning Examination II (ABLE) (10) was administered and scores obtained were: 7.5 grade score in reading, 6.0 grade score in spelling, and 6.3 grade score in arithmetic.

INTERESTS:

Tested interests, utilizing the California Occupational Preference Survey (5), the Minnesota Vocational Interest Inventory (7) and the Interest Check List (6), were in: clerical, business, linguistics, and skilled technical occupations. Manifest and expressed interests correlated very closely with the tested areas but heavily favored clerical tasks such as: filing, tabulating, copying, and sorting (18,21,23).

APTITUDES:

Above average finger dexterity, manual dexterity, and coordination were noted on most work samples and psychometric tests (3,11,14,15,17).

Above average clerical ability to sort, copy, file and collate numbers and names was determined through use of work samples (18,21,22) and psychometric tests (4,12).

Organization of tasks was very efficient which seemed to aid in a high productivity rate and above average neatness and accuracy on many work samples (14,15,16,17,19) seemed to reflect this trait.

Above average ability to follow detailed oral, written, and diagrammatic instructions quickly and accurately was demonstrated on work samples (13,16,18,20).

Limited supervision was necessary on most tasks and in fact, Student C worked better when the supervisor was not in the immediate area.

WORK SAMPLE EVALUATION:

Evaluation in the clerical and sales occupational category (14,18,21, 22) seemed to indicate an area of strong interest and a great deal of ability to perform in this type employment was demonstrated. Results from testing in machine trades and bench work occupational categories (15,16,17) were also favorable, but an interest was neither expressed nor manifested.

WORK PERSONALITY:

Relations with both supervisors and co-workers were courteous, cooperative, and friendly. She was very shy and unsure of herself in both interpersonal relationships and on work tasks. Conversation generally consisted of one or two word responses to questions asked.

Competition with other people seemed to cause her to become more introverted and withdrawn. A good example of this was the lower scores received on the General Aptitude Test Battery (GATB) (4) finger dexterity (F) and manual dexterity (M) subtests, in which there is direct competi-

tion with others, as compared to the much higher scores received for these same traits on individual tests without competition (3,11).

RELEVANT SOCIAL FACTORS:

Recently, Student C's family, with four younger children, moved to Wisconsin from Texas. This move apparently terminated many social contacts and may have resulted in an increased shyness due to being placed in a somewhat different cultural group.

Personal hygiene and grooming appeared to be very good and Student C presents herself as an attractive young lady, which definitely is an asset in gaining employment.

DISCUSSION:

Work evaluation and testing results suggest a Data, People, Things (D.P.T.) level of about .364, (D.O.T. Volume II, page 649) which means that Student C would be able to handle Data on the level of Compiling (collating and classifying information about data, people, or things), relate with People on the level of Speaking and Signaling (talking or signaling people to convey information) and work with Things on the level of Manipulating (use of body members to work, move, guide or place objects or materials).

RECOMMENDATIONS:

The following recommendations are suggested for Student C in view of her interests and aptitudes:

1. Counseling to encourage meeting people and making social contacts outside of the immediate family. With a great deal of exposure to people and new situations, it is hoped that she will overcome much of her shyness. Social contacts could possibly be made through clubs, schools, or places of work.

2. Enrollment in vocational - technical school. Suggested courses a are: Business Machine-Bookkeeping (D.O.T. code 215.388), Clerk Typist (209.388), Library Media Technical Assistant (249.368), or Account Clerk (219.488). These four programs are directly related to her strongest interests and best aptitudes.

3. If she chooses not to go to vocational - technical school, many of her current abilities can be applied toward direct job placement in such vocations as: General Office Clerk (219.388); Library Assistant (249.368); and Receptionist (237.368) (ability to deal with people may have to be improved to function in this job).

Thomas Herbst, Student Evaluator

John Anderson, Project Coordinator

EVALUATION & TRAINING CENTER

Name Student C Appendix

TESTS/WORK SAMPLES & SUB-SCORES		PERCENTILES 1-25	26-75	76-99	NORMS & COMMENTS
Wechsler Adult Intelligence Scale					
Information	4	2.3			
Comprehension	4	2.3			
Arithmetic	7	16			
Similarities	4	2.3			
Digit Span	9		40		
Vocabulary	5	5			
Digit Symbol	10		50		
Picture Completion	8	25			
Block Design	9		40		
Picture Arrangement	7	16			
Object Assembly	7	16			
Verbal I.Q. 74		5			
Performance I.Q. 87		20			
Full Scale I.Q. 79		9			
Wide Range Achievement Test, Jastak					Age: 23
Reading - grade 7.3		18			
Spelling - grade 6.7		13			
Arithmetic - grade 7.4		18			
Purdue Pegboard					
Right (gross dexterity)			56		
Left (gross dexterity)			56		
Both (coordination)			56		
Total gross dexterity			53		
Assembly (fine finger dexterity)			73		Industrial Applicants

General Aptitude Test Battery	Apt.Sc.	1SEm	Apt.Sc+1SEm
G - Intelligence	86	6	94
V - Verbal Aptitude	84	6	90
N - Numerical Aptitude	100	6	106
S - Spatial Aptitude	88	8	96
P - Form Perception	114	9	123
Q - Clerical Perception	122	9	131
K - Motor Coordination	103	7	110
F - Finger Dexterity	69	12	81
M - Manual Dexterity	62	11	73

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EVALUATION & TRAINING CENTER

Name Student C Appendix Page II

Work samples and tests were administered in the following areas: (details and specific information of the areas covered will be provided upon request) -

TESTS

Interest

5. California Occupational Preference Survey
6. Interest Check List
7. Minnesota Vocational Interest Inventory

Intelligence

8. Revised Beta

Personality

9. Tennessee Self Concept

Achievement

10. ABLE II

Dexterity

11. Stromberg Dexterity

Aptitude

12. Minnesota Clerical Test

WORK SAMPLES

Professional, Technical and Managerial

13. Assistant, Medical Lab

Clerical and Sales

14. Weighing, Precision

Machine Trades

15. Eye-Hand-Foot Coordination
16. Assembly, Mechanical

Bench Work

17. Assembly, Disc

TOWER WORK SAMPLES

Clerical

18. No. 4 Payroll Computation

Jewish Employment and Vocational Services Work Sample Battery

19. Tile Sorting #10
20. Coupling (Union) Assembly #30
21. Filing by Numbers #40
22. Adding Machine #52
23. Typing #55

Special Projects

24. OEK (Occupational Exploration Kit) - interest measure
25. Act as receptionist

ETC-53A

DEPARTMENT OF REHABILITATION AND MANPOWER SERVICES
Evaluation and Training Center
University of Wisconsin-Stout
Menomonie, Wisconsin

Work Evaluation Report - ABE Project

Date: July 13, 1973 Name: Student D

Referred By: John Anderson Address: ----

Project Coordinator

Evaluation Period: 6/18-6/29/73 Sex: Male Age: 24

Evaluator: John Anderson Birthdate: July 1, 1948

ABSTRACT:

Student D was a single, 24 year old male, of Average tested intelligence with a vocational problem of a lack of vocational goals and limited academic achievement.

Initial impressions of Student D were that he was a neatly dressed young man who appeared somewhat unsure of himself. He spoke with a slight speech defect which was noticeable, however, not handicapping to his ability to communicate. It was felt that this speech problem may be related to his teeth which were noticeably in need of correction.

Most significant vocational findings were that Student D exhibited strengths in the areas of form perception, clerical perception, ability to follow oral and written instructions, was able to work under close supervision, was able to learn new tasks from demonstrations, and effectively organize tools and work to achieve speed and quality.

Vocational limitations that were noted were that Student D was deficient in motor coordination, finger dexterity, and manual dexterity, as he repeatedly fell below the mean when tested and observed in these areas.

Work needs that were observed were those of "clean hands" and the need to be able to interact with supervisors and co-workers when performing tasks. This indicated also a need to compete with co-workers in production and quality. When placed on an isolated, individualized task, performance was indicated to be below average.

Vocational implications of these findings would be that Student D could function at a Data, People, Things hierarchy level of about .455 (Dictionary

of Occupational Titles (D.O.T.) Volume II, page 649). This implies that Student D could handle Data on the level of Computing, relate to People on the level of Diverting, and work with Things on the level of Tending.

In view of the above observations and findings, immediate recommendations to consider for and with Student D are:

1. Continuation in Adult Basic Education.

2. Referral to the Department of Vocational Rehabilitation for possible services.

3. Personal counseling for the purpose of helping with money management, social interaction, and possible problems dealing with his apparent short temperment.

4. Vocational counseling for the purpose of occupational exposure, vocational goal setting, and vocational guidance.

Possible long term recommendations are for Student D to:

1. Successfully complete the G.E.D.

2. Possible vocational training, competitive employment or on-the-job training in the areas of Hotel and Motel Management, Electronics, Auto Partsman Training, Carpentry, or Food Service.

BACKGROUND INFORMATION:

Physically Student D appeared to be in good health. He was of medium build and weight, and had no apparent limitations of full range movement of body members with no noticeable physical limitations.

INTELLECTUAL EVALUATION:

Intelligence testing with the Wechsler Adult Intelligence Scale (WAIS) (1) on June 24, 1973 indicated that Student D was at the Average functioning level. Verbal I.Q. was 84, Performance I.Q. was 103, and Full Scale I.Q. was 92. Significant subtests were Information, Comprehension, and Digit Span which were low and suggestive of problems in alertness, interest in the world about him, practical knowledge, social judgment, rote and immediate memory, and attention span.

ACADEMIC ACHIEVEMENT:

Achievement testing indicated strengths in the areas of vocabulary and reading and weakness in the area of math and spelling. Adult Basic Learning Exam (8) results for Student D indicate functioning at the 9.0+

grade level in vocabulary, the 8.7 grade level in reading, 6.0 grade level in spelling, and the 6.3 grade level in math.

INTEREST:

High work interests in the areas of electronics, hotel and motel management, food service, carpentry, and stock clerk were shown on the Minnesota Vocational Interest Inventory (MVII) (5), California Occupational Preference Survey (COPS) (3), Interest Check List (4) and Occupational Exploration Kit (6). Expressed interest in electronics, food service, and mechanics were also noted. These findings suggest that Student D should consider occupational categories (D.O.T. Volume II, page 1) such as Clerical and Sales (2__., 1st digit of D.O.T. 6 digit code), Structural (8__.), and Service Occupations (3_.). More specifically relating his strongest interest and abilities points toward occupational division's such as Material and Production Recording Occupations (22_. 1st two digits of D.O.T. code), Lodging and Related Occupations (32_) and Construction Occupations (86_.).

APTITUDES:

Relevant aptitudes that were noted during the evaluation were those of average or above; form perception, clerical perception, steadiness of work, ability to follow oral and written instructions, ability to learn new tasks from demonstrations, and improve speed with task repetition which were apparent on psychometric tests (1,2,8,9), work samples (10,11, 15,16,17) and special project (19).

WORK SAMPLE EVALUATION:

Student D performed on work samples in the occupational categories of Clerical and Sales, Machine Trades, Bench Work, Structural and miscellaneous.

Performance in the categories of Clerical and Sales (10,11) and Bench work (14,15,16) indicated that Student D was interested in these tasks, had the abilities to successfully perform at these tasks, and that the tasks were in relation to Student D's work needs.

Performance on the tasks in the occupational categories of Machine Trades (12,13), Structural (17), and miscellaneous (18) indicated possible interest in these fields, however, results suggest that Student D did not possess all the aptitudes required for average or above average performance.

SPECIAL PROJECT EVALUATION:

A special project in arc welding was used to measure Student D's interest and aptitudes in this area. Results indicated that he had the abilities to perform at this work, however, he stated a lack of interest resulting from a past experience in welding, during which time he received an eye injury.

WORK PERSONALITY:

Positive work behaviors noted were those of grooming and hygiene, appropriateness of work attire, freedom from irritating mannerisms, freedom from odd or inappropriate behavior, interaction with supervisors and co-workers, and conformity to workshop rules and regulations. A behavior that may be limiting to his work functioning was that he was easily distracted when working on a task that required concentration, which resulted in errors and wasted time. These behaviors were observed while Student D was performing on work sample and while on rest breaks in the lounge area.

DISCUSSION:

Work evaluation and testing results suggest a Data, People, Things (D.P.T.) level of about .455 (D.O.T. Volume II page 649) which means that Student D would be able to handle Data on the level of Computing, relate to People on a level of Persuading, and work with Things on a level of Tending.

Training and work experience should help raise his Data to 3 Compiling, People to 4 Diverting, and Things to 2 Operating-Controlling.

Job seeking and keeping assets were viewed to be that Student D actively seeks work, shows enthusiasm for work, has appropriate manners, is prompt, gets along well with supervisors and co-workers, and has adequate stamina for heavy jobs.

Related factors important to employment were his competencies in social living; he makes adequate use of leisure time and is neat and well groomed. Community living competencies of health care and mobility were adequate, and he appears able to cope with family and personal problems. Possible problems in money handling and budgeting were indicated by Student D.

Noted during the evaluation was that in contrast to a reported explosive temperment which in many cases resulted in fist fighting, Student D appeared to remain in complete control of his emotions. He stated that he did have a fast temper but during the evaluation this was not observed.

RECOMMENDATIONS:

In view of the above findings and observations, the following recommendations should be implemented as immediate steps in vocational planning for and with Student D:

1. Student D should continue in the Adult Basic Education program. Achievement testing indicated problems in the areas of spelling and math which student D noted he feels much improved in, however, results still indicate a need for further improvement.

2. Referral to the State Department of Vocational Rehabilitation for possible services.

3. Personal counseling for the purpose of gaining help with money management, specifically with budgeting, and for possible help in controlling his stated "short temper."

4. Vocational counseling for the purpose of occupational exposure, vocational goal setting, and vocational guidance.

5. Completion of the High School Equivalency Exam (G.E.D.) at such a time as his instructional personnel feel is appropriate.

6. Possible vocational training, competitive employment, or an on-the-job training program in the areas of Auto Partsman, Hotel and Motel Management, Electronics or Electrical Occupations, Carpentry or Food Service.

_____

John Anderson
Project Coordinator

EVALUATION & TRAINING CENTER

Name Student D Appendix

TESTS/WORK SAMPLES & SUB-SCORES		PERCENTILES 1-25	26-75	76-99	NORMS & COMMENTS
Wechsler Adult Intelligence Scale					
Information	5	5			
Comprehension	5	5			
Arithmetic	8	25			
Similarities	9		40		
Digit Span	10		50		
Vocabulary	6	10			
Digit Symbol	8	25			
Picture Completion	10		50		
Block Design	10		50		
Picture Arrangement	13			84	
Object Assembly	12		75		
Verbal I.Q.	84				
Performance I.Q.	103				
Full Scale I.Q.	92				
Wide Range Achievement Test, Jastak					Age: 24
Reading - grade					
Spelling - grade					
Arithmetic - grade					
Purdue Pegboard					
Right (gross dexterity)					
Left (gross dexterity)					
Both (coordination)					
Total gross dexterity					
Assembly (fine finger dexterity)					

General Aptitude Test Battery	Apt.Sc.	1SEm	Apt.Sc+1SEm
G - Intelligence	80	6	86
V - Verbal Aptitude	82	6	88
N - Numerical Aptitude	86	6	92
S - Spatial Aptitude	88	8	96
P - Form Perception	105	9	114
Q - Clerical Perception	93	9	102
K - Motor Coordination	70	7	77
F - Finger Dexterity	81	12	93
M - Manual Dexterity	78	11	89

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EVALUATION AND TRAINING CENTER

NAME Student D Appendix Page II

Work samples and tests were administered in the following areas: (details and specific information of the areas covered will be provided upon request) -

TESTS

Interest

3. California Occupational Preference Survey
4. Interest Check List
5. Minnesota Vocational Interest Inventory

Personality

7. Tennessee Self Concept Scale

Achievement

8. Adult Basic Learning Exam L. II

Dexterity

9. Bennett Hand-Tool Dext. Test

WORK SAMPLES

Clerical and S[illegible]

10. Bearbower Weighing Work Sample
11. Partsman Automotive

Machine Trades

12. Stout Small Engine Work Sample
13. Benham Auto Brakeman Work Sample

Bench Work

14. Muegge's Test of Visual Pursuit
15. Rickicki Electric Meter Repair Work Sample

SINGER/GRAFLEX Vocational - Evaluation Battery

16. No. IV Electrical Wiring
17. No. VIII Welding & Soldering

Jewish Employment & Vocational Services Work Sample Battery

18. Pipe Assembly

Special Project

19. Welding (arc)

ETC-53A

DEPARTMENT OF REHABILITATION AND MANPOWER SERVICES
Evaluation and Training Center
University of Wisconsin-Stout
Menomonie, Wisconsin

Work Evaluation Report - ABE Project

Date: July 16, 1973 Name: Student E

Referred By: John Anderson Address: ----

Project Coordinator

Evaluation Period: 6/18-6/29/73 Sex: Female Age: 54

Evaluator: John Anderson Birthdate: November 24, 1918

ABSTRACT:

Student E was a widowed, 54 year old female of average tested intelligence with a vocational problem of unrealistic vocational goals.

Initial impressions of Student E were those of a neatly dressed, polite, middle aged woman. During the first contact some nervous excitement was evident. This nervous exceitement, however, did not appear to decrease her ability to communicate effectively.

Most significant vocational findings were vocational strengths in the areas of steadiness of work, grooming and hygiene, appropriateness of work attire, freedom from irritating mannerisms, and improvement in speed with task repetition.

Vocational limitations noted were in speed of work, limited performance where average or above finger dexterity is required, the amount of tension aroused by close supervision, and body irritation when exposed to detergents and chemicals.

These strengths and limitations indicate Student E's work needs to be employment where she is exposed to routine tasks where uncomplicated written or oral instructions are given. The tasks should be carried out under close supervision.

Vocational implications of these findings would be that Student E could function at a Data, People, Things (D.P.T.) hierarchy level of about .567. This implies that she can handle Data on a level of Copying, relate with People on the level of Speaking-Signaling, and work with Things on the level of Handling. (Dictionary of Occupational Titles (D.O.T., Volume II, page 649).

In view of the above observations and findings, immediate recommendations to consider for and with Student E are:

1. Referral to County Mental Health Association for a psychological examination in reference to a possible anxiety state.

2. Referral to the State Department of Vocational Rehabilitation for possible assistance in job placement.

3. Student E could seek immediate employment in the areas of Library Assistant. Child Day Care Aid, Department Store Catalog Sales Department working with incoming orders, or as a mail sorter in a hotel or other private industry.

4. Employment may be part time or full time depending upon the physical demands of the job.

5. Active involvement in church and other community activities.

BACKGROUND INFORMATION:

Physically Student E appeared to be in good health. Physcial strengths were adequate in comparison to those of an average middle aged woman of medium build. She appeared to have a full range of movement of all body members. Limitations noted were that although Student E did not complain of a lack of vitality, she did appear to tire when performing standing tasks for extended periods of time. It was reported from the floor supervisor in her dormitory also that she retired early on many occasions after falling asleep watching television.

INTELLECTUAL EVALUATION:

Intelligence testing with the Wechsler Adult Intelligence Scale (WAIS) (1) on June 19, 1973 indicated that Student E was at the Average functioning level. Verbal I.Q. was 111, Performance I.Q. was 75, and Full Scale was 95. Significant subtests were Digit Symbol, Picture Completion, Block Design, Picture Arrangement, and Block Assembly which were low and suggestive of possible problems in rote and immediate memory, attention span, concentration, ability to see the gestalt, creativity and form perception.

ACADEMIC ACHIEVEMENT:

Achievement testing indicated strengths in the areas of vocabulary and reading and weaknesses in the areas of spelling and math. Wide Range Achievement Test (WRAT) (2) results for Student E indicate functioning at the 11.3 grade level (94%) in reading, the 7.6 grade level (50%) in spelling, and the 5.3 grade level (18%) in Math for her age of 54. These were also indicated on the Adult Basic Learning Exam (ABLE II) (9) where performance was indicated at the 9.0+ grade level in vocabulary, 9.0+ grade level in reading, 7.5 grade level in spelling and 4.1 grade level in math.

The tasks in typing and cashier-checker were of interest to Student E. She displayed a knowledge of the tasks, however, performance was poor due to inadequate speed. The child day care center was of great interest and she spent a great deal of time asking questions and observing the children.

Vocational implications of these findings suggest that Student E should consider occupational categories (D.O.T., Volume II, page 1) such as Clerical and Sales (2__., 1st digit of D.O.T. 6 digit code) and Service (3__.). More specifically relating her strongest interests and abilities points towards occupational division's such as stock clerk and related occupations (22_. 1st two digits of D.O.T. code) and miscellaneous personal service occupations (35_.).

Notable work behaviors were those of freedom from odd or inappropriate behavior, freedom from irritating mannerisms, attendance, punctuality, good grooming and hygiene, appropriateness of work attire, and good interaction with co-workers and supervisors. Behavior problems that may be limiting to her work functioning, were where her desire to please her supervisor at times kept Student E from asking questions resulting in her repeating errors and complicating the tasks.

These behaviors were observed while Student E performed on work sample tasks, psychometric testing, and while she was on rest breaks in the lounge during the evaluation.

DISCUSSION:

Work evaluation and testing results suggest a Data, People, Things (D.P.T.) level of about .567, (D.O.T., Volume II, page 649) which means that Student E would be able to handle Data on the level of Copying, Relate with People on the level of Speaking-Signaling, and work with Things on a level of Handling. Work experience and special tutoring should help to raise her Data level to 4, Computing; People to a level of 5, Persuading; and Things to a level of 5, Tending.

Job seeking and keeping assets were that Student E shows enthusiasm for work, has appropriate manners, is prompt, reports to work regularly, gets along well with supervisors and co-workers, and has adequate stamina for light jobs. Problem areas that will need improvement were her nervous actions and frustration tolerance when under close supervision. Most feasible techniques in modifying these behaviors were viewed to be through job familiarization and self confidence gained from job success.

Related factors important to employment for Student E were her competencies in social living: she makes adequate use of leisure time and is neat and well groomed, handles legal problems effectively, and is able to competently handle her money. Community living competencies of health care and mobility were adequate, and she is able to cope with family and personal problems.

Possible problems in her apparent nervous and anxious state might be improved by a psychological examination and counseling resulting from the findings of the examination.

RECOMMENDATIONS:

In view of Student E's observed and tested skills and personality the following recommendations should be implemented as immediate steps in her vocational planning:

1. Student E should be referred to a County Mental Health Association or other agency that would be able to adequately perform a psychological examination. Due to the large discrepancy (36 points) between the WAIS verbal and performance scores and observed performance, possible emotional problems may exist that would need immediate attention.

2. Referral should be made to State Department of Vocational Rehabilitation where Student E may be given assistance in job placement and other services if needed.

3. Student E should seek immediate competitive employment or on-the-job training in the area of Library Assistant, Library Worker, Child Day Care Aid, Department Store Catalog Sales Department working with sorting and organizing incoming orders, or as a mail sorter in an hotel or other private industry.

4. Employment may be either on a full or part time basis depending upon the physical demands of the job.

5. Student E should be encouraged to continue being active in church and community activities where contact with People appears to bring her a great satisfaction as related to her personal needs.

_____

John Anderson
Project Coordinator

EVALUATION AND TRAINING CENTER

Name Student E Appendix Page II

Work samples and tests were administered in the following areas: (details and specific information of the areas covered will be provided upon request) -

TESTS

Interest

5. California Occupational Preference Survey
6. Interest Check List
7. Minnesota Vocational Interest Survey

Personality

8. Tennessee Self Concept

Achievement

9. ABLE II

Dexterity

10. Stromberg Dexterity

WORK SAMPLES

Clerical and Sales

11. Sorting, Zip Code Mail
12. Bookshelving

Machine Trades

13. Sorting, Metal Screw
14. Assembly, Mechanical

Bench Work

15. Visual Pursuit

Jewish Employment and Vocational Services Work Sample Battery

16. Tile Sorting #10
17. Coupling (Union) Assembly #30
18. Filing by Numbers #40
19. Adding Machine #52

Special Projects

20. Typing
21. Checker Cashier
22. Filed Trip Day Care Center

ETC-53A

Objective IV: Follow up with the Pilot group to determine the impact of the work evaluation experience. Five weeks after the students participated in the work evaluation experience a follow-up investigation was made to determine what impact the evaluation had made. The follow-up was conducted by personal interviews with the students and A.B.E. staff. As two of the participating students were unable to be contacted in person, they were contacted by telephone and they responded to questions by mail. During the follow-up the students were administered the Student Self-Rating Form which they had also completed at the beginning of the project to determine changes in the way they rated themselves in regard to aptitude factors that were investigated during the evaluation. The students' instructors were also given the instructor questionnaire in order to note any changes in the responses that were indicated in an earlier questionnaire.

The following discussion will cite responses that the students and instructors had given in the first administration of these instruments as well as their responses on the second administration completed during the follow-up study.

Instructor Questionnaire

The instructor questionnaire (see Appendix D) was designed to measure the student's performance, attitude, and vocational goals as observed by the instructors. The instrument was administered to each instructor twice, once prior to the student's participation in the evaluation, and again five weeks after the evaluation was completed. The changes in the responses are noted between the two administrations.

As the number of instructors rating each student varied from 1 to 3, some students were given three responses for each statement. This section deals with the instructor responses prior to the evaluation process.

Each table represents the responses to one statement identified at the top of each table. The students have been given an identifying letter (A, B, C, D, E) which corresponds with the letter used in their evaluation reports. The tables are set up on a scale from one to five. The instructor checks these levels according to how he feels the student compares to peers in that student's program, five indicating a high rating, and one a low rating.

TABLE 1-A

INSTRUCTOR QUESTIONNAIRE - FIRST RESPONSE

Statement: The amount of interest this A.B.E. student shows in his school work is:

Student	1	2	3	4	5
A				X	
B					XX
C		X		X	X
D	X	XX			
E				X	X

The results of this table suggest that the students who participated in this project were viewed by the instructors to have a wide range of interest in regard to school work. The greater concentration is in the above average range with the exception of student D who was rated below average by all instructors and student C who was rated below average by one of three instructors. This indicates that with the exception of student D, the students appeared to have a healthy attitude in relationship to their A.B.E. course work.

Table 2-A indicates that the instructors' rated the students attitudes somewhat the same as interest in regard to course work. Student D was rated slightly higher for his attitude than for interest, however, he was

the only student rated below average, and this was rated low by only one of three instructors.

TABLE 2-A

INSTRUCTOR QUESTIONNAIRE - FIRST RESPONSE

Statement: The attitude this A.B.E. student shows toward class work is:

Student	1	2	3	4	5
A				X	
B				X	X
C				X	XX
D		X	XX		
E				X	X

TABLE 3-A

INSTRUCTOR QUESTIONNAIRE - FIRST RESPONSE

Statement: The behavior this A.B.E. student shows in class is:

Student	1	2	3	4	5
A					X
B				X	X
C				XX	X
D		X	X	X	
E			X		X

Responding to the students' behavior, the instructors again rated them mostly above average with the exception of students D and E, who were rated by some instructors as average or below.

Table 4-A shows that the quantity of school work the students produced appears to be near average or above with the exception of student D, who was rated by two of three instructors as below average.

The instructors' responses indicate the students' quality of class work was somewhat lower than the quantity as shown in Table 5-A. However, they were still average or above average except in the case of student D.

TABLE 4-A

INSTRUCTOR QUESTIONNAIRE - FIRST RESPONSE

Statement: The quantity of school work this A.B.E. student produces is:

Student	1	2	3	4	5
A					X
B			XX		
C				XXX	
D		XX	X		
E				X	X

TABLE 5-A

INSTRUCTOR QUESTIONNAIRE - FIRST RESPONSE

Statement: The quality of school work this A.B.E. student produces is:

Student	1	2	3	4	5
A				X	
B			X	X	
C			XX		
D			XX		
E	X				X

TABLE 6-A

INSTRUCTOR QUESTIONNAIRE - FIRST RESPONSE

Statement: The goals this A.B.E. student has are:

Student	1	2	3	4	5
A					
B	X	X			
C			X		
D		XXX			
E	X	X			

Three instructors did not give their students ratings regarding this statement stating that they were not aware of the student's goals. The instructors who did rate their students suggest that the students' goals

were not realistic. It is important to compare this table to the previous tables. This apparent lack of identifying realistic vocational goals is in contrast with the way most students had been previously rated in other areas.

The following discussion shows the results of the second rating by the instructors given five weeks after the evaluation. Student A has no responses recorded for the second rating due to the fact she was previously enrolled in adult night school and was not present in the classroom during this five week period due to summer vacation scheduling. Also, several instructors who rated the students previously were not working at the time the second rating was requested and consequently the number of responses was decreased.

TABLE 1-B

INSTRUCTOR QUESTIONNAIRE - SECOND RESPONSE

Statement: The amount of interest this A.B.E. student shows in his school work is:

Student	1	2	3	4	5
B			XX	X	
C				X	X
D		X	X	X	
E					X

Comparing the responses of Table 1-B to Table 1-A the student interest in his school work increased significantly in students C and D. Overall, the students now tend to be rated average or above by all instructors. For unknown reasons, student B appeared to decrease in interest compared to Table 1-A, however, he is still rated average or above on Table 1-B.

Table 2-B indicates that the students, after returning to the classroom, were rated as having the same attitude toward class work as they had

prior to the evaluation. The exception here would be student B, who again decreased in the rating compared to Table 2-A with no apparent explanation given by the instructor.

TABLE 2-B

INSTRUCTOR QUESTIONNAIRE - SECOND RESPONSE

Statement: The attitude this A.B.E. student shows toward class work is:

Student	1	2	3	4	5
B			XX		X
C				X	X
D		XX		X	
E					X

TABLE 3-B

INSTRUCTOR QUESTIONNAIRE - SECOND RESPONSE

Statement: The behavior this A.B.E. student shows in class is:

Student	1	2	3	4	5
B			XX		X
C					XX
D		X	X	X	
E					X

In regard to behavior, Table 3-B indicates that the students appear to remain about the same as they were on Table 3-A with the exception again of student B. Student B's ratings decreased according to the two instructors responding on Table 3-A. It should be noted that he has three instructors rating him on Table 3-B as opposed to two on Table 3-A. On these tables no way of acknowledging the new rater can be given.

The quantity of school work the students produce appears to remain about the same with the exception of student D, who increased in rating, and student C, who appears to decrease slightly, compared to Table 4-A.

TABLE 4-B

INSTRUCTOR QUESTIONNAIRE - SECOND RESPONSE

Statement: The quantity of school work this A.B.E. student produces is:

Student	1	2	3	4	5
B		X	X	X	
C		X		X	
D		X	X	X	
E					X

TABLE 5-B

INSTRUCTOR QUESTIONNAIRE - SECOND RESPONSE

Statement: The quality of school work this A.B.E. student produces is:

Student	1	2	3	4	5
B		X	XX		
C			X	X	
D			XX	X	
E					X

Compared to Table 5-A, the students' quality of school work increased slightly with the only significant change being that student E no longer is rated low. She is, however, being rated by only one instructor as opposed to two on Table 5-A.

TABLE 6-B

INSTRUCTOR QUESTIONNAIRE - SECOND RESPONSE

Statement: The goals this A.B.E. student has are:

Student	1	2	3	4	5
B			X	XX	
C				X	X
D		X	X	X	
E		X			

Of all the tables, Table 6-B shows the most dramatic increase over the previous responses (Table 6-A). With the exception of student E, all students are rated as having what the instructors feel to be average to above average realistic goals. While student D is rated by one instructor as below average in this area, two others rate him average or above. Students B and C appear to have made the most change, while student D increased slightly.

The results of the second administration of the instructor questionnaire suggest that while most of the students increased slightly in the factors on which they were rated, the greatest change was in relationship to goals. It should be noted also that the students who were rated on the questionnaire as being below average in most of the factors tended to increase after the evaluation. Student D, who was rated below average prior to the evaluation, increased to average or above average in five areas. While some of the students remained about the same in many of the tables, they were the ones who were rated high prior to the evaluation. It would appear that as a result of the evaluation, the students not only were helped in identifying goals, but appear to perform better in other areas of the A.B.E. classroom with increased attitude and output of work.

Objective V: Determining the feasibility of using work evaluation as a method of assessing the students enrolled in A.B.E. schools in Wisconsin. In view of the findings that have been presented in previous discussions, the utilization of work evaluation in A.B.E. schools does appear feasible. The results indicate that the students and school could both benefit from work evaluation; the students through self awareness, and the school through a better understanding of the student's needs.

In addition to the evidence demonstrated in the preceding writing, the letters from the counselors who are involved with these students further support the apparent feasibility (see Appendix F). The two letters concerning the evaluation of four of the five participating students indicate that the evaluation has been successful in terms of the students' and schools' objectives that were hoped to be met in this project.

The counselor for students C and E offered the following in her letter, "...student, herself, recalls the Stout experience with an attitude that it was beneficial. I feel her plans to continue school reflects an increase in confidence and willingness to extend herself." At the close of the letter this A.B.E. counselor added the following, "Concerning the evaluation process, it was a beneficial experience for both .... and .... The reports were shared with the counselors at G.T.I. concerning .... entrance. This supplemental information gave them more reason to admit her. I have nothing but high regard for all this program has done for both students. I hope that more students are able to participate in such a thorough evaluation."

The letters were very positive in regard to the results the evaluation had on the students as well as giving them information from which to plan the students educational experiences. Students B and D's counselor added in his letter, "The package of information received from an evaluation of this type would be extremely valuable to the institution as far as helping the student obtain realistic goals, and the route to take in pursuing them." In regard to how well such an evaluation program may be accepted by A.B.E. counselors he added, "If there was a service of this type available to our students you can be assured it would be utilized to the fullest extent."

The full text of the letters are found in Appendix F. It is felt by this investigator that these letters along with the other results of this project suggest that work evaluation in A.B.E. schools is feasible, and should be implemented as part of the A.B.E. program.

While researching this project, the cooperation that this investigator received from the A.B.E. schools indicated that the schools are searching for ways to improve their services to their students. Work evaluation appears to be a major service that would significantly benefit the students and A.B.E. programs.

Student Self-Rating Form

The student self-rating form (see Appendix C) was administered in a similar manner as the instructor questionnaire. Along with this information are the results of the General Aptitude Test Battery (G.A.T.B.) that the students took while participating in the evaluation. The G.A.T.B. scores represent tested performance in each of the aptitude areas that the client rated himself in. The main purpose of this instrument was to determine how the students perceived their performance prior to the evaluation and how they viewed themselves five weeks after the evaluation. The SRF indicated that their self-concept as related to each of the aptitudes in the G.A.T.B. tended to improve following the evaluation experience. This was likely due to the insight gained as they performed on various work samples and received feedback regarding their performance. The letters in the following tables represent the following aptitudes: G-intelligence, V-verbal, N-numerical, S-spatial, P-form perception, Q-clerical, K-motor coordination, F-finger dexterity, and M-manual. For a more complete listing describing in greater detail these aptitude factors, see Appendix E.

TABLE 7

CLIENT PERFORMANCE RATING SCALE

APTITUDE PROFILE

Student A

Firs: Response

G	V	N	S	P	Q	K	F	M	
									HIGH
		9							
14	14		15	12	12	14		14	
							17		
									LOW

Second Response

G	V	N	S	P	Q	K	F	M	
					5				HIGH
		8		9		8			
12	13		15				14	14	
									LOW

G.A.T.B. Scores

G	V	N	S	P	Q	K	F	M
117	102	121	122	132	142	114	105	121

As indicated on the table, Student A came to the evaluation with a generally average view of what she felt her aptitudes to be. As a result of the evaluation, the second administration indicated that student A was apparently more aware of what was found to be her actual aptitudes. This is demonstrated by her increased rating of P, Q, K, and F, which correlate with the G.A.T.B. scores. The G.A.T.B. scores indicated that student A was functioning in the tested aptitudes in the average or above average range in all factors. The increase of her rating of Q

(clerical) from average to high is felt most significant as this is one area that she wishes to pursue vocationally and is indicated to be a very high aptitude on the G.A.T.B. scores.

The results as indicated in this table suggest that student A does realize her abilities as a result of the evaluation. She appears to possess a realistic knowledge of her aptitudes that she may use in formulating vocational plans.

TABLE 8

CLIENT PERFORMANCE RATING SCALE

APTITUDE PROFILE

Student B

First Response

G	V	N	S	P	Q	K	F	M	
									HIGH
				10					
12			12						
		17				20	18	17	
	21				24				LOW

Second Response

G	V	N	S	P	Q	K	F	M	
									HIGH
			6	6			6	6	
14						15			
	17	16							
					23				LOW

G.A.T.B. Scores

G	V	N	S	P	Q	K	F	M
26		62	125	103	96	91	119	119

As was indicated in the table, student B felt he was below average in most factors prior to the evaluation. The results of the second administration reveal that the student generally increased his response in almost all factors, which correlated to the G.A.T.B. scores. The significant discrepancies between the second administration of the rating scale and the G.A.T.B. scores was in G (intelligence). This discrepancy is felt to be due to the fact that his reading abilities were so low that the results on G of the G.A.T.B. could not be accurately recorded. The average range that he rated himself at is felt to be accurate based on other measures of intelligence that he was tested on.

TABLE 9

CLIENT PERFORMANCE RATING SCALE

APTITUDE PROFILE

Student C

First Response

G	V	N	S	P	Q	K	F	M	
									HIGH
				15					
20	18	16	20		20	20	20	18	
									LOW

Second Response

G	V	N	S	P	Q	K	F	M	
									HIGH
						8		10	
15		14		11	14		12		
	16		17						
									LOW

G.A.T.B. Scores

G	V	N	S	P	Q	K	F	M
94	90	106	96	123	131	110	81	73

Table 8 then indicated that student B does possess a fairly realistic view of himself in relationship to the tested aptitude factors and his responses.

While student C's self-rating for most aptitude factors shows an increase on the second scale, some discrepancies are noted on Table 9. While the second response scale is felt by the investigator to be fairly indicative of many of her aptitudes, it should be noted that they do not correlate closely to the G.A.T.B. scores. This discrepancy is felt to be the result of the student's cultural background which may not have enabled the G.A.T.B. to accurately measure all aptitude factors. Consequently, items P and Q should have been rated somewhat higher by the student and M should have been rated lower. Aside from these three factors, student C appears to be fairly well aware of her tested abilities.

The student's view of his abilities indicated in Table 10 appear to be significantly higher than those indicated by his G.A.T.B. scores. Student D rates himself generally above average on almost all factors, while the G.A.T.B. scores indicate below average functioning in all but P and Q.

While performing work sample tasks and psychometric tests during the evaluation this student often overrated his performance. During the evaluation, constant feedback was given the student in order for him to become aware of how he was functioning at each task. This student, however, often used excuses that he may have felt would compensate for below average performance. At the end of the evaluation he appeared to have a more realistic outlook regarding his abilities and his vocational goals also appeared to indicate this outlook.

Based on information in this table, the student appears to overlook the evaluation results and possess much the same rating for these factors

that he had prior to the evaluation. However, according to the instructor questionnaire, he tends to make most significant improvement as indicated by this instrument. This suggests that he does understand the need for improvement in attitude and interest in academic coursework.

The possibility that student D may not realistically grasp the evaluation results was forseen by his evaluator. This was the main reason for recommending vocational counseling confronting him with his evaluation results.

TABLE 10

CLIENT PERFORMANCE RATING SCALE

APTITUDE PROFILE

Student D

First Response

G	V	N	S	P	Q	K	F	M	
							5		HIGH
	10	7		7	9			9	
12			12			12			
									LOW

Second Response

G	V	N	S	P	Q	K	F	M	
							5		HIGH
9		6	8	6	10	10		7	
	11								
									LOW

G.A.T.B. Scores

G	V	N	S	P	Q	K	F	M
86	88	92	96	114	102	77	93	89

TABLE 11

CLIENT PERFORMANCE RATING SCALE

APTITUDE PROFILE

Student E

First Response

G	V	N	S	P	Q	K	F	M	
									HIGH
9	6			10	7	10	10	10	
		11	13						
									LOW

Second Response

G	V	N	S	P	Q	K	F	M	
									HIGH
18	17	20	20	18		19	19	20	
					21				LOW

G.A.T.B. Scores

G	V	N	S	P	Q	K	F	M
69	80	65	69	54	93	52	73	37

Of the five participating students in this project, student E appeared to come to the evaluation with what was determined (during the evaluation) to be the most unrealistic vocational goals as well as an unrealistic self-concept in relation to her abilities.

As indicated on the first response scale, she appears to feel that her abilities were above average in most factors. On the second administration of the self-rating scale, she appears to have adjusted her self-concept regarding factors to realistically fall in line with the tested aptitude results of the G.A.T.B.

Considering, at this time, the information that was recorded on all of the tables that presented data on the self-rating of aptitudes, it appears that during the follow-up of the evaluation most students did possess a realistic self-concept related to these aptitudes. Significant changes in the responses between the first and second administration, using the G.A.T.B. scores as a tested standard, suggest that the evaluation was important in their ability to make realistic vocational choices as well as academic planning.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Summary

The results of determining the feasibility of using work evaluation as a method of assessing students enrolled in A.B.E. schools in the state of Wisconsin were discussed in Chapter III. The following will be a summation of the findings for the objective of this project.

The project results indicate that using work evaluation as a method of assessing A.B.E. students' vocational skills is deemed feasible. The follow-up investigation supported the fact that A.B.E. students and A.B.E. schools did receive from the work evaluations, benefits and meaningful information necessary to conduct effective program planning.

During the follow-up investigation several points were mentioned that support the feasibility of work evaluation in A.B.E. schools. These points are: (1) Students were able to formulate realistic vocational goals as a result of the evaluation which determined their interests, aptitudes, work needs and limitations. (2) Through work sample evaluation, students were able to see a relationship between the vocational goals they had established and the academic courses in which they were pursuing. (3) Success in a variety of occupational tasks increased the students' self-confidence in regard to vocational skills they possessed. (4) Hit and miss curriculum programming tended to be eliminated by identifying five feasible vocational areas where optimum success could be expected. (5) Personal background information was obtained and made available to the schools through the evaluation process. This information was instrumental in coursework planning for the students.

(6) Recommendations were made by the evaluator that could be used in future planning for and with the students, clearly identifying the most feasible steps that could be taken in order for the student to be successful in reaching his goals.

The above mentioned benefits which resulted from the work evaluation process were investigated by using methods that could measure the results. The impact the evaluation had on the students should provide them with meaningful vocational information that would help them to identify long range goals. As a result of the evaluation process, each student was given an opportunity to discover his/her abilities they felt were necessary to perform in a work oriented society. The evaluation process stressed the students positive work skills and de-emphasized limiting performance areas. While made aware of limited areas of ability, the student should be able to more confidently engage in occupations that are of interest to him and those which he demonstrates the abilities to handle.

Recommendations

In view of previously mentioned observations and findings that resulted from this study, the following information is a discussion of recommendations that would appear feasible in terms of an operational vocational evaluation system for A.B.E. schools in Wisconsin. (The term operational evaluation system is used to indicate that this approach is feasible with the exception of underlying cost factors. The cost of operating this system may be estimated as a result of the following suggestions. The actual cost estimate of this approach was beyond the framework of this project.) Based on the results of this study, the

the following recommendations offer considerations in planning such a program.

Type of Evaluation Unit

While there are many types of vocational evaluation units in existance throughout the country dealing with many kinds of handicapped clientele, little information is available on specific programs dealing with the needs of the A.B.E. student. People are often referred to Adult Basic Education Programs for improvement of achievement skills as a result of work evaluation. This referral is, however, made while the prospective student is evaluated in some other setting.

The type of vocational evaluation system felt necessary in the A.B.E. schools would be specialized evaluation units. These units should be designed to evaluate the aptitudes, interests, achievement and work personality of the student. It should also serve as an occupational exploration tool. Because the results of this study indicated a lack of vocational planning on the part of the student before participation in this project, it is evident that vocational goal setting should be considered as part of the evaluation.

Location of the Evaluation Unit

Because of the large number of A.B.E. programs located throughout the state of Wisconsin, to propose that evaluation units be located at each school would be impractical. The number of students at each location who might require an evaluation should be a factor to consider. A school which would have enough students in need of this evaluation service could establish a unit within its school setting. Although many factors are to be considered, such as length of evaluation, facility,

and resources, a permanent evaluation unit should be able to continue operation with an evaluator-student ratio of one to four.

Since many A.B.E. programs in Wisconsin are operated on a smaller scale and would not fit this need, a method that could be considered for their purpose would be a mobile evaluation unit. This mobile unit could be housed in a bus or remodeled house trailer that would travel to different A.B.E. schools on an established schedule. Mobile units such as the PALS evaluation unit utilized by CESA 3 in Gillett Wisconsin might be considered. Such mobile units could be satalite units that operate from a permanent center such as a vocational evaluation program located at one of the larger A.B.E. schools.

It is also important to note that the evaluation unit, whether permanent or mobile, could be designed to be utilized by other services such as the vocational and technical schools.

Evaluation Personnel

Currently no standards for the qualifications of work evaluators have been established except by the facility that employs them. Individuals presently occupying positions in work evaluation range in experience and academic training from less than a high school degree, to graduate degrees in a number of areas.

One requirement that should be stressed is that the evaluator be familiar with disabilities, occupational demands, and the personal dynamics of the people he will be evaluating. Three universities (University of Wisconsin-Stout, University of Arizona, and Auburn University) now offer graduate degrees specializing in work evaluation. A number of schools offer undergraduate training in areas that relate to work evaluation.

Material Availability

Guidelines for organizing vocational evaluation units, and information on the mobile evaluation unit that was mentioned can be obtained from the Materials Development Center, Department of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin.

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Appendix A

A brief description of many of the psychometric tests, work samples, and occupational exploration material that is listed in the evaluation reports.

WECHSLER ADULT INTELLIGENCE SCALE OR WECHSLER INTELLIGENCE SCALE FOR CHILDREN
Individual mental test

ADULT BASIC LEARNING EXAM II is a battery of tests designed to measure the level of educational achievement among adults. Although the examination is designed for use with adults and consists of items with adult content, it may be used to assess achievement as low as first grade. Level II measures grade performance (5-8) in vocabulary, reading, spelling and arithmetic.

REVISED MINNESOTA PAPER FORM BOARD is a partial measure of mechanical ability and has been used in effective predicition in many academic and industrial fields. Consists of a series of 64 two dimensional diagrams cut into separate parts, for each diagram there are five figures with lines indicating the different shapes out of which they are made. From these the subject chooses the one figure which is composed of the exact parts that are shown in the original drawing. Scores have predictive value for achievement in mechanical fields and shop work, especially for those aspects of engineering which involve design and drafting, art, inspection and reflect some measure of intelligence.

MINNESOTA CLERICAL TEST consists of 200 pairs of numbers and 200 pairs of names which are compared by the testee to determine speed and accuracy. Results can be useful in selection of clerks, inspectors, office workers and others whose jobs depend on speedy perception and rapid handling of numbers, letters or other symbols.

PURDUE PEGBOARD consists of 50 holes in which client must put pins in right hand holes with right hand, left hand holes with left hand, both holes with respective hands, and assembly of a pin, washers and collar.

The test is designed to assist in selection of employees in industrial jobs requiring manipulation of small parts. Norms include male and female industrial applicants, production workers, machine operators, general factory applicants and electronics production workers.

STROMBERG DEXTERITY TEST The test includes 54 round, colored blocks, both sides are painted with different colors, such as red and blue, red and yellow, and blue and yellow. Test contains four trials. Trial 1 and 2 are for try-out and trial 3 and 4 for timing.

The test was developed as an aid in choosing workers for jobs which require speed and accuracy of arm and hand movement. Workers would be employed in laundry, punch press operation, machine molding, assembly and general factory work.

BENNETT HAND TOOL DEXTERITY uses nuts, bolts, washers, assembly frame, three wrenches and one screwdriver to loosen, transfer and retighten the nut, bolt and washers. Provides a measure of proficiency in using ordinary mechanics tools, measuring manipulative skill independent and intellectual factors. Norms relate to male job applicants, males at a vocational center, airline engine mechanics, apprentice welders, electrical maintenance workers, employees and applicants in a manufacturing company, boys (high school), and high school drop-outs in a metropolitan center.

CRAWFORD SMALL PARTS DEXTERITY TEST All components in the test are contained in a 10 inch square board. There are three wells containing parts, pins, collars and screws - 36 items for each part. A metal plate contains 42 unthreaded and 42 threaded holes, two metal trays beneath the plate, a tweezer and a small screwdriver. It measures fine eye-hand coordination of the sort involved in assembly and adjustment of such devices as electric clocks and hearing aids, and in manipulation of small hand tools.

EYE-HAND-FOOT COORDINATION requires the assembly of a number of 3 component units using a bench mounted, stationary, power driven screwdriver device. The product must be kept engaged to the driving head while power is regulated by a foot pedal. It is related primarily to production assembly on a similar machine.

PROFESSIONAL -TECHNICAL - MANAGERIAL

SURVEYING requires learning the basic function of tools, equipment and procedures used by a surveyor. Samples are used as a pretest and 17 elevations have to be determined within + or - .02 of a foot. Required are: an eighth grade reading level, basic mathematics involving decimals and precision and care in handling delicate instruments.

SPEAKING - SIGNALLING involves the participant in administering a work sample to another person. Required are the ability to talk with, convey or exchange information, including giving assignments and/or directions.

CLERICAL AND SALES Produce weighing involves weighing 16 different packages on a produce scale, determining the price of each item by using a sliding scale, reading programmed instruction at approximately the 6th grade level and doing basic subtraction and addition of whole numbers.

PRECISION WEIGHING requires accuracy to the nearest 1/10 of a gram on a triple beam balance in weighing 20 standard cylinders. Answers are recorded and must meet a + or - .2 of a gram tolerance. Instructions are oral.

PROCESSING

CAKE BAKING follows a recipe for a small sponge cake made from basic ingredients of flour, eggs, sugar, etc. which are blended in a conventional manner. Required are accuracy of measurement, comprehension of written instructions, concept of fractions, control and identification of consistency, color and texture typical of most baking occupations.

CAKE DECORATING

CAKE DECORATING involves a programmed instruction approach to learning techniques in cake decorating. Pretests are used to determine learning, after which a a simulated rubber sponge cake is decorated in a prescribed manner. Following written instructions, perceptual ability, motor coordination, creativity, color discrimination, determination of consistency of material and liquid and dry measure are factors involved.

MACHINE TRADES

WOOD TURNING uses a conventional wood turning lathe adapted with a duplicating machine to simulate a mass production technique. Required ability to read written instructions, follow diagrams and pictures, handle basic tools, make set-up changes, control the rate of material removal and determine quality of finish are relevant factors. Safety rules must also be followed.

NUT AND BOLT INSPECTION requires the examination of metal bolts and nuts for proper length, the presence of flaws on the bolt heads, proper weight of the bolts and flaws in function of the nuts on the bolts. A jig and a present scale are used in the inspection. Instructions are oral.

Required are retention of multi-step operation (5), frustration tolerance, organizational ability, visual acuity, and care in handling delicate instruments.

BRAKE REPAIRMEN requires use of tools typical of the occupation. A brake assembly is mounted in a position similar to a real work situation. A programmed written instructional manual is used to perform the task. Accuracy and speed are determined by using a form board for disassembly and a punch clock for timing.

BENCH WORK

U-BOLT ASSEMBLY is a benchwork task requiring the manual and finger dexterities in assembling a U-bolt, clamp and two nuts. Instructions are oral.

MECHANICAL APTITUDE uses Z shaped blocks and is primarily a test of form perception. The blocks are assembled on a full size drawing. Ability to make visual comparisons and discriminations and see slight differences in shapes is necessary.

VISUAL PURSUIT uses red and black wires to wire up a circuit displayed on a drawing similar to those used in applicance, automotive or electronic circuitry. Speed and accuracy are primary factors.

ELECTRIC METER REPAIRMAN involves a 3 part evaluation in reading an electric meter, understanding theory of its mechanical function and assembling and disassembling a meter according to a programmed manual. Related jobs are electric or appliance repair along with evaluation of learning use.

STRUCTURAL

SILO LADDER ASSEMBLY simulated assembly and disassembly of a silo ladder, requires use of hand tools, evaluates physical capacities in range of motion and retention of oral and demonstrated instructions.

SHEET METAL BENDING uses a programmed instructional manual with technical illustrations to bend a piece of precut sheet metal into a 3" x 5" box. Spatial and form perception, reading at a 6th grade level, understanding of technical instructions, visual acuity and precision are factors involved.

MISCELLANEOUS

SIGN PAINTING requires the participant to layout and paint a sign on the door of a vehicle. Accuracy infraction measurement, following written instructions, motor coordination, manual dexterity, neatness, and physical capacities are evaluated.

SINGER/GRAFLEX WORK SAMPLE BATTERY is a work oriented screening device designed to help the individual make a sound vocational election by using an audio-visual unit in each area, supplied with all necessary tools, equipment and materials.

NO. II BENCH ASSEMBLY the participant inserts bolts of various types into predetermined positions in a fixture, speed of operation is essential. Upon completion of the assembly process, the bolts are removed and returned to their appropriate storage bins.

NO. III DRAFTING the participant learns the names and uses of each drafting tool used in the program. Lays out paper in quadiants and completes a drawing familiarization exercise. Completes a 3 view drawing of a slotted block for the second drawing. Neatness, accuracy form and spatial perception, manipulation of hand tools and capacity to follow in A-V presentation are essential.

NO. V PLUMBING participant measures, cuts, reams, files and threads pipe into three 6" pipe nipples. Makes four pipe frames with nipples, elbows, unions and tees. The work is only, dirty, physical and basically manipulative in nature.

NO. X NEEDLE TRADES demonstrates operating - controlling ability by sewing various patterns on paper and by sewing a small cloth handbag. Eye, hand, foot coordination, machine set-up, measurement, manipulation of hand tools and retention of instructions are required.

OCCUPATIONAL INFORMATION FILMS

BUSINESS MACHINE OPERATORS:

Summary:

Employees found in factories, banks, insurance companies, large stores and government; where large amounts of important paper work (e.g. - bills, records, accounts) are handled. Viewer sees business machines such as: key punch, typewriter, copying machines and computers, being operated. Manpower Development Training Act (M.D.T.A.) training can qualify a person in this field. Companies offer training to increase pay and job position. Good performance may lead to supervisory jobs. Points out that job opportunities in the field will increase to keep up with business needs.

Considerations:

1. Machines the client found to be particularly interesting
2. Training in this area for the client
3. Client interest in clerical and repetitive tasks.

CAREERS IN THE HEALTH FIELD:

Summary:

People in health services are "to help cure those who are sick." Shows people working in several areas of health: clerks, typists, secretaries, supply clerks, nursing attendants, registered nurses, licensed practical nurses, orderly's, technicians (blood, surgical, laboratory), dietary aides and specialists in a number of areas. Persons with a high school education can find employment with good opportunities for advancement with experience. those interested in service area jobs and in helping others should find interest in this film.

Consideration:

1. Client interest in the service area.
2. Jobs in the field which do not involve working directly with medicine.
3. Positions that clerical personnel have in the field, and why.

COOKS AND CHEFS:

Summary:

Where there are people, there is a need for cooks and for chefs to supervise them. Over a million persons now have jobs preparing and serving foods. Hospitals, schools and other institutions need specialists. Type of work depends on the place of employment. M.D.T.A. graduates may begin as short-order cooks in a restaurant, where preparation is rather easy; then move on to a large hotel. You can learn while employed. Shows foods being prepared for both cooking and serving. There may be pressure for workers, especially at meal time. Workers must be able to meet the supply demands. Can lead to privately owned business: knowledge and experience being adequate.

Considerations:

1. Genuine interest in food serving and preparing.
2. Ability to work under pressure.
3. The client's grooming and cleanliness and/or his concern for it.

JOBS IN AUTOMOTIVE TRADES:

Summary:

Shows examples of workers in the industry performing different types of tasks: body work, salesman, general mechanics and partsman. Large demand for young men. Training in a technical school or through M.D.T.A. usually qualifies a candidate for entry into the field. Many businesses provide formal training to their employees once they obtain the job. The industry is continuously growing to meet the needs and demands of the country.

Considerations:

1. The viewer should be aware of jobs in the area, other than 'mechanic.'
2. Type of training and length of time needed to qualify in this area.
3. Ability to work with hands and in manipulating.

JOBS IN HOTELS AND MOTELS:

Summary:

Shows doormen, bellmen, porters, room clerks, housekkeepers, laundry and linen room helpers, bookkeepers, accountants, kitchen workers, busboys, waiters and waitresses working in the hotel and motel industry. All these jobs may provide opportunities for advancement. The field is open to all age groups and to persons of all educational backgrounds.

Considerations:

1. Reasons for the necessity of the different emplyees in the field.

2. Specific job interests of the client.
3. Reasons for the differences in promotion possibilities (e.g. turnover rate).

JOBS IN WELDING:

Summary:

95% of all metal joining is done by welding. There are many types of welding, including: arc, oxy-acetylene, and heliarc. A heliarc. A high school diploma and M.D.T.A. training qualifies you as a manual welder. There are good advancement opportunities and pay. Many start work in welding as an employee in a shipyard. Employment is available in shops, aircraft and space industry, and on construction projects. Welders are needed everywhere and ability and desire may lead to one's own repair shop.

Considerations:

1. Client ability to work in or around hazards.
2. Interest in metals or in working with steel.
3. Ability to do heavy or strenuous work.

OPPORTUNITIES IN CLERICAL WORK:

Summary:

Gives a brief history of clerical work and then a report of the present day activities. There are now 15 million employed in the field. Jobs are available in: commerce, business, government and the armed forces. Differnet jobs can be learned in public and private schools. Employees start as assistants in bookkeeping or in clerical work. Basic skills in typing is required of all office workers. Training and learning with fellow employees enable workers to move to better pay. Attractive appearance and ability is important. Jobs are available in communication as a telephone operator or working with the rapid communication systems. Top jobs are usually held by college graduates or those who have equivalent experience. Computers is a booming industry which has many positions for qualified personnel.

Considerations:

1. Personality and personal appearance.
2. Ability and/or interest in typing, writing and other clerical work.
3. Interest and/or ability in computers or computer science.

OPPORTUNITIES IN SALES AND MERCHANDISING:

Summary:

The busiest places in the community are places where goods are bought and sold. Alertness and conern are attributes which often lead to advancement. Department stores are one of the foremost equal opportunity employers and often pay their trainees. Applicants need to be good in arithmetic and spelling and must be neat and courteous. Many salesman earn commissions in addition to their regular salary. Job opportunities include: typists, billing machine operators, packaging personnel, printing and creating displays; most of which lead to promotion, possibly to junior executive status. The film is concerned with personnel employed in all areas of retail merchandising and not just in sales or salesman's jobs.

Considerations:

1. Interest in working with people.
2. Ability or interest in selling and being persuasive.
3. Competency in the required abilities (i.e - arithmetic, arithmetic, neatness, etc.).

SVE OCCUPATIONAL INFORMATION FILMSTRIPS AND CASSETTES

REQUIREMENTS IN THE WORLD OF JOBS defines and illustrates basic job requirements in the areas of communication, mathematical ability, and personal work relationships.

It also depicts and emphasizes the importance of job skills, proper work attitude and education in all vocations.

ACHIEVING SUCCESS IN THE WORKD OF JOBS shows how one student with learning liabilities was able to achieve success in school and in the world of jobs. Emphasis on study habits, work attitudes, education and job skills which made this change possible. It encourages sutdents to examine their own potentials for success in the world of jobs.

A BLUEPRINT FOR MONEY MANAGEMENT illustrates the relationship between man's material needs and wants and his financial resources. Present budgets as vital instruments in the successful money management of government, industry, and business. Shows how budgets can help individuals make consumer designs, establish financial goals, and build their savings. Also provided is a step by step method for preparing a personal budget.

SAVING TO REACH YOUR GOALS presents savings as a means of achieving specific goals, identifies a number of plans to save and methods of saving and illustrates a procedure to follow in planning and establishing a savings account.

THE WORLD OF WORK

IMPORTANCE OF A JOB considers the different parts of our lives which are affected by the kind of job we have and why people are successful or unsuccessful in their work.

Appendix B

Explanation of Terms Used in Evaluation
Reports Taken from the:
DICTIONARY OF OCCUPATIONAL TITLES
(D.O.T.) VOLUME II (page 649)

The following is an excerpt from the Dictionary of Occupational Titles Volume II, page 649 giving a description of the fourth, fifth, and sixth digit (D.P.T.) level.

Much of the information in this edition of the Dictionary is based on the premise that every job requires a worker to function in relation to Data, People, and Things, in varying degrees. These relationships are identified and explained below. They appear in the form of three hierarchies arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex. The identifications attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job by means of one or more meaningful verbs.

A job's relationship to Data, People, and Things can be expressed in terms of the highest appropriate function in each hierarchy to which the worker has an occupationally significant relationship, and these functions taken together indicate the total level of complexity at which he must perform. The last three digits of the occupational code numbers in the Dictionary reflect significant relationships to Data, People, and Things respectively. These last three digits express a job relationship to Data, People, and Things by identifying the highest appropriate function in each hierarchy to which the job requires the worker to have a significant relationship, as reflected in the following table:

Data (4th digit)	People (5th digit)	Things (6th digit)
0 Synthesizing	0 Mentoring	0 Setting-up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
7 No Sig. Relationship	7 Serving	7 Handling
8	8 No Sig. Relationship	8 No. Sig. Relationship

DATA: Information, knowledge, and conceptions, related to data, people, things obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data take the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

0 Synthesizing: Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1 Coordinating: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events.

2 Analyzing: Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently avoided.

3 Compiling: Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

5 Copying: Transcribing, entering, or posting data.
6 Comparing: Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Human beings; also animals dealt with on an individual basis as if they were human.

0 Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.
1 Negotiating: Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions or solutions.
2 Instructing: Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.
3 Supervising: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.
4 Diverting: Amusing others.
5 Persuading: Influencing others in favor of a product, service or point of view.
6 Speaking-Signaling: Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.
7 Serving: Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

0 Setting Up: Adjusting machines or equipment by replacing or altering tools, jigs fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.
1 Precision Working: Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.
2 Operating-Controlling: Starting, stopping, controlling, and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machine and adjusting it or the material as the work progresses. Controlling equipment involves observing gauges, dials, etc., and turning valves and other devices to control such factors as temperature, pressure, flow of liquids, speed of pumps and reactions of materials. Setup involves several variables and adjustment is more frequent than in tending.

3 Driving-Operating: Starting, stopping and controlling the actions of machines or equipment for which a course must be steered or which must be guided in order to fabricate, process, and/or move things or people. Involves such activities as observing gauges and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing clutches or brakes; and pushing or pulling gear lifts or levers. Includes such machines as cranes,converyo systems, tractors, furnace charging machines, paving machines and hoisting machines. Excludes manually powered machines such as handtrucks and dollies and power assisted machines such as electric wheelbarrows and handtrucks.

4 Manipulating: Using body members, tools or special devices to work, move, guide or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object or material, although this is readily manifest.

5 Tending: Starting, stopping and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine such as changing guides, adjusting timers and temperature gauges, turning valves to allow flow of materials and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 Feeding-Offbearing: Inserting, throwing, dumping or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 Handling: Using body members, handtools and/or special devices to work, move or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

NOTE: Included in the concept of Feeding-Offbearing, Tending, Operating-Controling and Setting Up is the situation in which the worker is actually part of the machine, either as the holder and guider of the material or of the tool.

Appendix C

Client Self Rating Form

CLIENT SELF RATING SCALE *

Preliminary Version

Client_____ Date_____

1. This questionnaire is designed to produce a profile of the work aptitudes of an individual in a format similar to that found in the Qualifications Profiles for Worker Trait Group Arrangements in the DOT, Volume II.

2. On the following pages are statements about different kinds of abilities. Read each statement carefully and consider it separately from all others.

3. Ask yourself: How much of the ability described in each statement do I possess?

4. Put an X in the box under the label you think best describes the amount of ability you possess. Rate yourself on every item on the following pages.

* Adapted from the Minnesota Job Requirements Questionnaire developed by the Work Adjustment Project, University of Minnesota.

Please put an X in one box for each statement

This person possesses how much of the ability to:	none	very little	little	some	much	very much
1. Use hands and arms to handle objects quickly and correctly.....	☐	☐	☐	☐	☐	☐
2. Do number problems quickly and accurately.....	☐	☐	☐	☐	☐	☐
3. Pick out similar objects in a group.	☐	☐	☐	☐	☐	☐
4. Think about a problem and decide the best way to solve it.....	☐	☐	☐	☐	☐	☐
5. Pick out errors in written material or lists of names quickly.....	☐	☐	☐	☐	☐	☐
6. Know if words have the same or opposite meanings.....	☐	☐	☐	☐	☐	☐
7. Put together small objects quickly..	☐	☐	☐	☐	☐	☐
8. Know how an object would look based on a drawing of it.....	☐	☐	☐	☐	☐	☐
9. Move fingers rapidly and accurately in using a machine.....	☐	☐	☐	☐	☐	☐
10. Understand ideas written in books or manuals.....	☐	☐	☐	☐	☐	☐
11. Use very small tools to put together or fix things.....	☐	☐	☐	☐	☐	☐
12. Pick out objects that have the same shape even if the color and shading are different.....	☐	☐	☐	☐	☐	☐
13. Position heavy objects accurately...	☐	☐	☐	☐	☐	☐
14. Know quickly if words or names are the same.....	☐	☐	☐	☐	☐	☐
15. Solve problems using words, numbers and drawings.....	☐	☐	☐	☐	☐	☐
	none	very little	little	some	much	very much

--please continue on the next page--

Please put an X in one box for each statement

This person possesses how much of the ability to:	none	very little	little	some	much	very much
16. Write down or code information quickly and correctly.....	☐	☐	☐	☐	☐	☐
17. Use simple arithmetic to solve problems.....	☐	☐	☐	☐	☐	☐
18. See how objects with different shapes fit together	☐	☐	☐	☐	☐	☐
19. Understand written words and ideas.	☐	☐	☐	☐	☐	☐
20. Use fingers quickly to put together or take apart small objects	☐	☐	☐	☐	☐	☐
21. Work with both objects and ideas...	☐	☐	☐	☐	☐	☐
22. Pick things up and put them in place quickly.....	☐	☐	☐	☐	☐	☐
23. See how objects and drawings are the same or different	☐	☐	☐	☐	☐	☐
24. Solve problems by adding, subtracting, multiplying, or dividing.	☐	☐	☐	☐	☐	☐
25. Fill in forms quickly and correctly	☐	☐	☐	☐	☐	☐
26. Find small differences between printed words quickly	☐	☐	☐	☐	☐	☐
27. See how the parts of an object fit together to form the object	☐	☐	☐	☐	☐	☐
28. Use hands to pick up objects quickly and put them in place correctly ...	☐	☐	☐	☐	☐	☐
29. Match objects by their shape and shading	☐	☐	☐	☐	☐	☐
30. Use eyes and hands together quickly and correctly	☐	☐	☐	☐	☐	☐
	none	very little	little	some	much	very much

--please continue on the next page--

Please put an X in one box for each statement

This person possesses how much of the ability to:	none	very little	little	some	much	very much
31. Know the meanings of words	☐	☐	☐	☐	☐	☐
32. Put together or take apart small objects with the fingers	☐	☐	☐	☐	☐	☐
33. Use numbers, words and figures in making decisions	☐	☐	☐	☐	☐	☐
34. Pick out mistakes in sentences or lists of names quickly	☐	☐	☐	☐	☐	☐
35. Solve on-the-job problems requiring adding, subtracting, multiplying or dividing	☐	☐	☐	☐	☐	☐
36. See what an object would look like if its shape changes	☐	☐	☐	☐	☐	☐
37. Understand ideas suggested by words.	☐	☐	☐	☐	☐	☐
38. Make quick, correct moves with the hands and fingers	☐	☐	☐	☐	☐	☐
39. Work with numbers quickly and accurately	☐	☐	☐	☐	☐	☐
40. Place small objects in a definite spot quickly and correctly	☐	☐	☐	☐	☐	☐
41. Tell how objects that look alike are really different	☐	☐	☐	☐	☐	☐
42. Pick out important details in written words or names quickly	☐	☐	☐	☐	☐	☐
43. Understand instructions and what they mean.....	☐	☐	☐	☐	☐	☐
44. Pick up objects and put them in a definite place quickly	☐	☐	☐	☐	☐	☐
45. Know how an object would look from a drawing of it	☐	☐	☐	☐	☐	☐
	none	very little	little	some	much	very much

Appendix D

Instructor Questionnaire

INSTRUCTER QUESTIONNAIRE

A.B.E. Student Name_____Subject_____

A.B.E. School_____

The amount of interest this A.B.E. student shows in his school work is

1	2	3	4	5
much less than other A.B.E. students	somewhat less	about the same as other A.B.E. students	somewhat greater	Much greater than other A.B.E. students

The attitude this A.B.E. student shows toward class work is

1	2	3	4	5
highly negative	somewhat negative	about the same	somewhat positive	highly positive

The behavior this A.B.E. student shows in class is

1	2	3	4	5
highly inappropriate				highly appropriate

The quantity of school work this A.B.E. student produces is

1	2	3	4	5
much less than other A.B.E. students	somewhat less	about the same as other A.B.E. students	somewhat greater	much greater than other A.B.E. students

The quality of school work this A.B.E. student produces is

1	2	3	4	5
much less than other A.B.E. students	somewhat less	about the same as other A.B.E. students	somewhat greater	much greater than other A.B.E. students

The goals this A.B.E. student has are

1	2	3	4	5
has no realistic goals		about the same as other A.B.E. students		displays realistic goals

COMMENTS

Appendix E

Aptitudes

The factors used in the tables giving the results of student self rating form.

APTITUDES - Specific capacities and abilities required of an individual in order to learn or perform adequately a task or job duty.

G INTELLIGENCE: General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

V VERBAL: Ability to understand meanings of words and ideas associated with them and to use them effectively. To comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs. To present ideas or information accurately.

N NUMERICAL: Ability to perform arithmetic operations quickly and accurately.

S SPATIAL: Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to visualize objects of two or three dimensions or to think visually of geometric forms.

P FORM PERCEPTION: Ability to perceive pertinent detail in objects or in pictorial or graphic material; To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q CLERICAL PERCEPTION: Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers and to avoid perceptual errors in arithmetic computation.

K MOTOR COORDINATION: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

F FINGER DEXTERITY: Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

M MANUAL DEXTERITY: Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

Appendix F

Letters from Cooperating A.B.E. Schools

WISCONSIN

Indianhead District

INDIANHEAD TECHNICAL INSTITUTE
33 Ann Street
RICE LAKE, WIS. 54868
715-234-7082

August 16, 1973

Mr. John T. Anderson
1636 Brighton Street
Altoona, WI 54720

Dear Mr. Anderson

After an ample amount of time observing and working with the two male students which under went your evaluation at the Stout Evaluation Center, I have noticed several definite changes. In both cases the students came back with a much more positive attitude towards school. Both of them now possess more solid vocational goals and for the first time seem to be able to "see the light at the end of the tunnel," so to speak. These individuals now appear to be more reasonable when dealing with themselves as far as knowing their abilities and limitations.

The package of information received from an evaluation of this type would be extremely valuable to the institution as far as helping the student obtain realistic goals, and the route to take in pursuing them.

If there was a service of this type available to our students you can be assured it would be utilized to the fullest extent.

Yours truly,

Hayden J. Klemsrud

Hayden J. Klemsrud
Adult & MDTA Counselor

jg

GTi
GATEWAY TECHNICAL INSTITUTE

Kenosha Campus
1001 South Main Street
Racine, Wi. 53403
Phone: (414) 637-9881

Elkhorn Campus
E. Centralia St. & Hwy. H
Elkhorn, Wi. 53121
Phone: (414) 723-5390

August 15, 1973

Mr. John Anderson
1036 Primrose Street
Altoona, WI 54702

Dear John:

Enclosed are the questionnaires for [redacted] and [redacted]. The learning center teacher filled out one for [redacted] as did her present teacher.

[redacted] was accepted in a MDTA training program which provides weekly stipends for full-time schooling. [redacted] applied for and was accepted in the one-year Clerk Typist program at Gateway Technical Institute. Presently she is in an orientation class preparing her for regular classes which start August 16.

In order to be accepted, [redacted] had to take the entrance exam; she scored very low and the counselor recommended that she wait for entrance. Due to your evaluation and my knowledge of how hard she works, I recommended that she be admitted. I feel this program will be a successful experience for [redacted] provided she is given counseling support and continual encouragement. Exposure to other students and varied experiences hopefully will raise her confidence and increase her participation in other activities.

[redacted] teacher at the center noticed added confidence in her work and attitude and was more outgoing and aggressive in asking for help. [redacted], herself, recalls the Stout experience with an attitude that it was beneficial. I feel her plans to continue school reflect an increase in confidence and willingness to extend herself. Her parents also have encouraged her.

[redacted] continues to attend the State Street Learning Center. Due to the summer vacation, I have been unable to do much follow-up work with her. I do intend to refer her to a mental health clinic and possibly to D.V.R. She had made some independent effort to look for work, but without success. She has applied to the Unified School District for a teacher's aide for librarian's aide position. She also applied at a day care center and the public library. My intentions are to follow up on her applications with phone calls and recommendations. I have faith that she will secure employment either on a full-time or part-time basis.

[redacted] teacher noticed a slight improvement in her vocational goals. She is no longer thinking about a straight clerical job and seems to realize more of her limitations in that occupation.

Concerning the evaluation process, it was a beneficial experience for both [redacted] and [redacted]. The reports are very complete and were shared with the counselors at G.T.I. concerning [redacted] entrance. This supplemental information gave them more reason to admit her. I have nothing but high regard for all this program has done for both students. I hope that more students are able to participate in such a thorough evaluation.

Sincerely,

Virginia Serrano

vcs
Enclosures

Appendix G

VITA'S

V I T A

John T. Anderson

1. Education:

   A. Northern State College, Aberdeen, South Dakota Major - Industrial Arts Education, Minor - Special Education B.S. in Secondary Education - 1970

   B. Northern State College, Aberdeen, South Dakota Graduate school - 1970

   C. University of Wisconsin - Stout, Menomonie, Wisconsin Major - Vocational Rehabilitation (Specialty in Work evaluation) 1972 - present

2. Internships:

   A. Crippled Childrens School and Hospital, Sioux Falls, So. Dak. Special Education Instructor (200 hours), 1968

   B. Simmons Jr. High School, Aberdeen, South Dakota, (400 hours), 1969

   C. Career Development Center, Eau Claire, Wisconsin Vocational Rehabilitation (400 hours), 1973

3. Work Experience:

   A. Instructor of Industrial Arts, Leola Independent School Dist. #2, Leola, South Dakota, 1970-1972

   B. Student in Work Evaluation Practicums, University of Wisconsin - Stout, present

4. Professional Membership:

   A. Epsilon Pi Tau Fraternity (E.P.T.)

   B. Leola Education Association Association, 1970-1972, position, Vice President (L.E.A.)

   C. South Dakota Education Association, 1971, position - Delagate Representative (S.D.E.A.)

   D. South Dakota Industrial Arts Association (SDIAA)

   E. Vocational Evaluation and Work Adjustment Association (V.E.W.A.A.)

   F. National Rehabilitation Association (N.R.A.)

5. Certificates:

A. Secondary Education Teaching Certificate (So. Dak.)

B. Special Education Certificate (So. Dak.)

V I T A

Jerome J. Kirsling

1. Position: Instructor - Graduate Training Program, Department of Vocational Rehabilitation and Manpower Services
   Psychologist - Evaluation and Training Center University of Wisconsin - Stout

2. Education:

   A. Stout State University: Menomonie, Wisconsin, Major - School Psychology, 1969 - 1971, M.S. Ed. 1971
   B. Catholic University of America: Washington, D.C.: Major- Religious Education, 1967
   C. St. Mary's Seminary & University: Baltimore, Maryland: Major - Theology, 1959-1962
   D. Holy Cross Seminary: La Crosse, Wisconsin: Major - Philosophy, B.A., 1959

3. Work Experience

   A. Instructor & Psychologist, Evaluation and Training Center, University of Wisconsin - Stout 1972 to present
   B. School Psychologist, Neenah Joint School District, Neenah, Wisconsin 1971 - 1972
   C. Consultant to State Division of Vocational Rehabilitation, 1971 - 1972
   D. Consultant in Drug Education Program, Secondary Schools, Neenah, Wisconsin, 1971 - 1972
   E. Member: Alcoholic and Drug Abuse Services, Neenah-Menasita Wisconsin, 1971 - 1972
   F. Psychological Consultant to private schools, Appleton, Wisconsin 1971 - 1972
   G. Psychologist, Stout State University, Department of Rehabilitation and Manpower Services, 1970 - 1971
   H. Counselor, Manpower Development and Training Act (MDTA) and Adult Basic Education, Rice Lake Vocational and Technical School Rice Lake, Wisconsin, 1969 - 1970
   I. Member: Screening Committee for Big Brothers, Richland Center, Wisconsin, 1966 - 1969
   J. Member: Board of Directors, Mental Health Association, Richland County, 1966 - 1969
   K. 2 years Elementary Instructor, 1963 - 1964, 1966 - 1969
   L. 4 years Secondary Instructor, Religious Education and Adult Education, 1964 - 1968
   M. 7 years Pastoral Counseling, Marriage Counseling, and Adult Education, 1963 - 1970
   N. Pastoral Service to Deaf in Education, Counseling, and Social Activity, Baltimore, Maryland, 1960 - 1963

4. Organizations:

A. Wisconsin School Psychologists Association
B. American Association on Mental Deficiency - Associate Member
C. National Rehabilitation Association
D. Wisconsin Rehabilitation Association

5. Professional Certifications:

A. Certified Psychologist - Education Level II, Wisconsin 1971
B. Certified Counselor VTAE - Wisconsin 1969

ETC -4500

V I T A

Paul R. Hoffman

1. Position: Professor and Chairman of Department of Rehabilitation and Manpower Services.

2. Education:

   A. University of Maine: Major - Psychology, B.A., 1959.
   B. University of Iowa: Major - Clinical Psychology, 1959-1960
   C. University of Arizona: Major - Clinical Psychology, 1961-1962.
   D. University of Arizona: Major - Rehabilitation Counseling, 1962-1964; Ed.D., 1965.

3. Internship:

   A. Clinical Psychology Trainee, V.A. Hospital, Des Moines, Iowa, 1960-1961.
   B. 700 hours Rehabilitation Counseling which included experience in a workshop of a rehabilitation center.

4. Work Experience:

   A. Graduate Research Assistant, Department of Psychology, University of Iowa (Half Time).
   B. Counselor, Counseling Bureau, University of Arizona, 1961-1962 (Half Time).
   C. Head, Psychometric Unit, Rehabilitation Center, University of Arizona, 1962-1963 (Half Time).
   D. Counseling Psychologist, Veterans Administration, VR&E Program, 1963-1964 (Half Time).
   E. Director, University Counseling Center, Stout State University, 1964-1969.
   F. Chairman, Department of Rehabilitation and Manpower Services, 1966-present.

5. Professional Membership:

   A. National Rehabilitation Association
   B. International Association of Rehabilitation Facilities
   C. American Psychological Association
   D. Vocational Evaluation & Work Adjustment Association
   E. Division 22 of APA: Psychological Aspects of Disability
   F. Wisconsin Rehabilitation Association
   G. Wisconsin Association of Rehabilitation Facilities
   H. Wisconsin Psychological Association

6. Professional Positions, Certifications & Awards:

   A. Chairman Ad Hoc Committee to form Work Evaluation Division in NRA-1967.
   B. President of Vocational Evaluation & Work Adjustment Association - 1968.
   C. Chairman of Numerous Committees for Professional Organization.

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D. Phi Beta Kappa, Phi Kappa Phi, Phi Delta Kappa, Psi Chi, Sigma Mu Sigma.
E. Distinguished Citizens Award, University of Arizona Alumni Association, 1970.

7. Consulting Positions:

A. Consulting Psychologist - Northern Wisconsin Colony & Training School, 1965-1969.
B. Vocational Consultant - Bureau of Hearing & Appeals, Social Security Administration, 1965-1967.
C. Consultant - Narcotic Addict Rehabilitation Bureau, National Institute of Mental Health, 1968-1969.
D. Technical Assistant - Division of Rehabilitation Facilities, Rehabilitation Services Administration, 1969-present.

8. Publications & Papers: Author of Journal Publications and numerous professional papers at conferences and meetings.

V I T A

Darrell D. Coffey

1. Position: Assistant Professor in Graduate Program in Vocational Evaluation and Supervisor of Graduate Student Practicum and Internship.

2. Education:

   A. State University of Iowa: Major - Sociology, B.A., 1948
   B. State University of Iowa: Major - Personnel Management and Industrial Psychology, M.A., 1949.
   C. University of Omaha: Major - Psychology, 1958-1962.
   D. University of Nebraska: Major - Educational Psychology and Measurement, 1962-1967.
      (Candidate for Ed.D. Degree - 95 graduate hours completed)

3. Internship:

   A. Educational Psychology Clinic, University of Nebraska, 100 hours, Diagnostic Testing and Counseling.
   B. Nebraska Psychiatric Institute, University of Nebraska, 100 hours, Diagnostic Testing and Counseling.

4. Work Experience:

   A. Interviewer-Counselor, Iowa State Employment Service, 1949-1951.
   B. Director of Rehabilitation Services, Nebraska Goodwill Industries, 1952-1967.
   C. Instructor (part time), University of Omaha, College of Adult Education, 1960-1963.
   D. Assistant Professor, Stout State University, Vocational Rehabilitation Graduate Training Program, 1967-present.
   E. Bureau of Hearings and Appeals, Social Security Administration, Vocational Consultant, 1960-present.
   F. Director, Evaluation and Training Center, Institute for Vocational Rehabilitation, 1968-1970.

5. Professional Membership:

   A. Sertoma Club of Omaha - past board member.
   B. American Personnel and Guidance Association
      Vocational Guidance Section
      Vocational Rehabilitation Section
   C. Wisconsin Personnel and Guidance Association
   D. National Rehabilitation Association
   E. VEWAA (Vocational Evaluation and Work Adjustment Association)
   F. Wisconsin Rehabilitation Association
   G. Personnel Association of Omaha - past board member
   H. Rehabilitation Association of Nebraska - past board member
   I. VEWAA - past National Membership Chairman, 1967-1968.
   J. Associate Editor VEWAA Bulletin, 1968-1970
   K. Past Associate Editor, Rehab. Counseling Bulletin

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6. Certification:

A. School certification: elementary, secondary, advanced secondary; guidance and special education, administration in special education.
B. Nebraska psychological examiner's credential.
C. Licensed psychologist, Wisconsin #367.

Writings and Publications:

Goodwill Industries of America, 1959, Manual for Establishment of a Work Evaluation, contributor.

Coffey, Darrell D., A study of experience rating under the Social Security Act with special reference to Iowa, unpublished thesis, University of Iowa, 1949.

Coffey, Darrell D., Report Writing in vocational evaluation. Dr. W. Pruitt (Ed.) Readings in Work Evaluation I, Menomonie, Wisconsin, Stout State University, Institute for Vocational Rehabilitation, 1970.

Coffey, D. and Hoffman, P., Developing "Actual" Work Samples, Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1970.

Coffey, D., The Dictionary of Occupational Titles in Work Sample Development, Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, Menomonie, Wisconsin, 1969.

V I T A

John S. Wesolek:

1. Position: Instructor, Director of Evaluation & Training Center.

2. Education:

   A. Stout State University: Major - Industrial Technology, B.S., 1967.
   B. Stout State University: Major - Vocational Rehabilitation (Specialty in Work Evaluation), M.S., 1968 + additional course work in Administration and Individual Mental Testing.

3. Internship: Holiday House Rehabilitation Center, Manitowoc, Wisconsin, 1968.

4. Work Experience:

   A. Vocational Evaluator and Instructor, Cooperative School Rehabilitation Center, Minnetonka, Minnesota, 1968-1969.
   B. Instructor and Chief of Work Evaluation, Institute for Vocational Rehabilitation, Stout State University, Menomonie, Wisconsin, 1969-1971.
   C. Instructor and Director of the Evaluation & Training Center, Department of Rehabilitation and Manpower Services, Stout State University, Menomonie, Wisconsin, 1970-present.

5. Professional Membership:

   A. National Rehabilitation Association (NRA)
   B. Vocational Evaluation & Work Adjustment Association (VEWAA)
   C. International Association of Rehabilitation Facilities (IARF)

6. Publications:

   Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, "Consideration of Human Factors in Work Design."

V I T A

Leon L. Romatowski

1. Position: Chief Evaluator, Evaluation and Training Center, Stout State University, Menomonie, Wisconsin

2. Education:

   A. B. S., Industrial Education, Stout State University, 1966.

   B. M. S., Vocational Rehabilitation - Work Evaluation, Stout State University, 1971.

3. Internships:

   A. Industrial Education, Beaver Dam Senior High School, Beaver Dam, Wisconsin, 1965.

   B. Work Evaluation, Evaluation and Training Center, Stout State University, 1971.

4. Work Experience:

   A. Professional Musician, self employed, 1961-1971.

   B. Owner, Winter Sno-Sled Sales, Winter, Wisconsin

   C. Instructor, General Industrial Arts, Joint School District #1, Winter, Wisconsin, 1966-1970.

   D. Crew Foreman, J & H Construction, Hayward, Wisconsin

5. Professional Membership:

   A. President, Southern Sawyer County Education Association, 1969-1970.

   B. Member, Wisconsin Education Association, 1966-1970.

   C. Member, Northwest Wisconsin Industrial and Technical Education Association, 1966-1967.

   D. Member, Board of Directors, WALDO Industrial Development, Inc. Winter, Wisconsin, 1969-1970.

   E. Member, WALDO, Winter, Wisconsin, 1968-1970.

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V I T A

G. Michael Simon

1. Position: Vocational Evaluator, Evaluation and Training Center

2. Education:

   A. University of Wisconsin - Stout: Major - Hotel and Restaurant Management B.S. 1971

   B. University of Wisconsin - Stout : Major - Vocational Rehabilitation, Specializing in Vocational Evaluation, M.S. 1972

3. Internship: Vocational Evaluation Intern: Evaluation and Training Center University of Wisconsin - Stout

4. Work Experience: Vocational Evaluator and Graduate Student Supervisor, Evaluation and Training Center, University of Wisconsin - Stout September, 1972 to present

5. Professional Memberships:

   A. National Rehabilitation Association (NRA)

   B. Vocational Evaluation and Work Adjustment Association (VEWA)

V I T A

Lynn Taylor

1. Position: Vocational Evaluator, Evaluation and Training Center

2. Education:

   A. University of Wisconsin - Eau Claire: Major - Psychology B.A. Minor--Sociology, 1971

   B. University of Wisconsin - Stout: Major - Vocational Rehabilitation with a specialty in Work Evaluation, M.S., 1971

3. Internship: Vocational Evaluator Intern at the Evaluation and Training Center, University of Wisconsin - Stout.

4. Work Experience: Vocational Evaluator and Graduate Supervisor, Evaluation and Training Center, University of Wisconsin - Stout, January 2, 1972 to Present

5. Professional Membership:

   A. National Rehabilitation Association (NRA)

   B. Vocational Evaluation and Work Adjustment Association (VEEWA)

V I T A

Wm. C. Stewart

1. Position: Practicum Instructor, Evaluation Supervisor, Department of Rehabilitation and Manpower Services

2. Education:

   A. University of Wisconsin - Stout: Major - Psychology, Minor - Sociology and Education, B.A., 1970

   B. University of Wisconsin - Stout: Major - Vocational Rehabilitation, Specializing in Vocational Evaluation, M.S., 1972.

3. Internship: Vocational Evaluation Intern: Evaluation and Training Center University of Wisconsin - Stout

4. Work Experience: Instructor, Evaluation Supervisor, Department of Rehabilitation and Manpower Services, University of Wisconsin - Stout, July 1972 to Present

5. Professional Membership:

   A. National Rehabilitation Association (NRA)

   B. Vocational Evaluation and Work Adjustment Association (VEEWA)